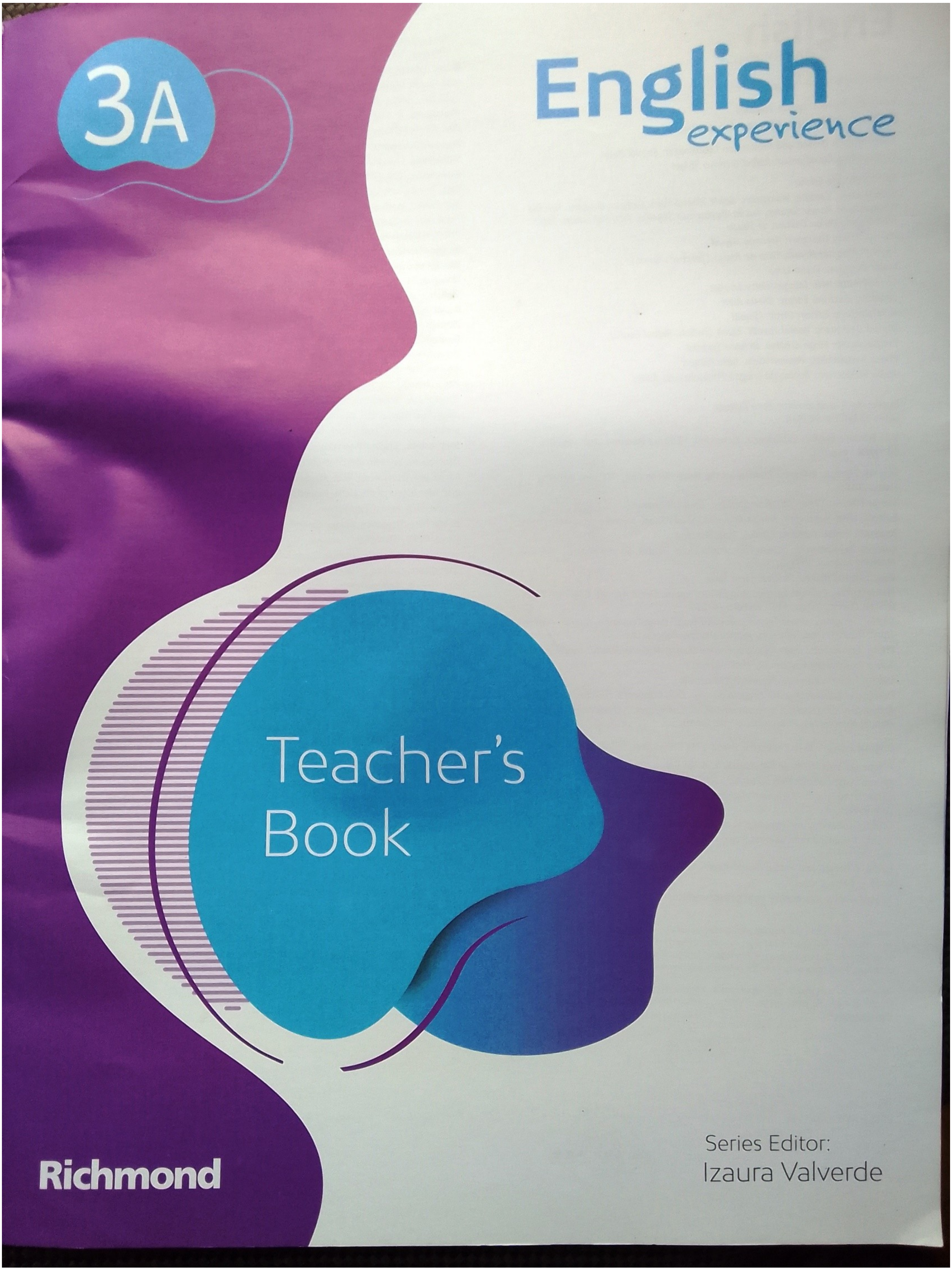

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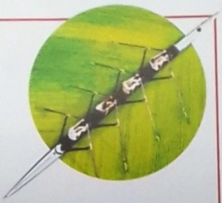

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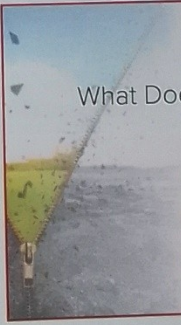

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SCOPE AND SEQUENCE

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• Instructions for physical exercises	• Instructions for physical exercises	• Instant messages	• Instant messages	• Word stress to change emphasis
• Presentation about the use of memes	• Description of a favorite meme	• Blog post with memes	• Blog post with memes	• /I/ vs. /i/
• Planning a party	• Planning a party	• Tweets	• Tweets	• *of* vs. *off*
• Interview about environmental issues	• Interview about environmental issues	• Online forum	• Online forum comment	• /ɑː/ vs. /oʊ/

1 BODY AND MIND

OBJECTIVES:

- Talk about sports and other physical activities.
- Talk about personal likes and dislikes related to physical activities.
- Understand and give instructions for physical activities.
- Use word stress to change the emphasis in sentences.
- Write instant messages.
- Investigate the sport which is considered the favorite among students in school.
- Reflect on how the government and the community can help athletes develop their skills.
- Learn about famous athletes.
- Reflect on what is necessary to become a famous athlete.
- Reflect on mandatory physical activity.

Read the questions and discuss.

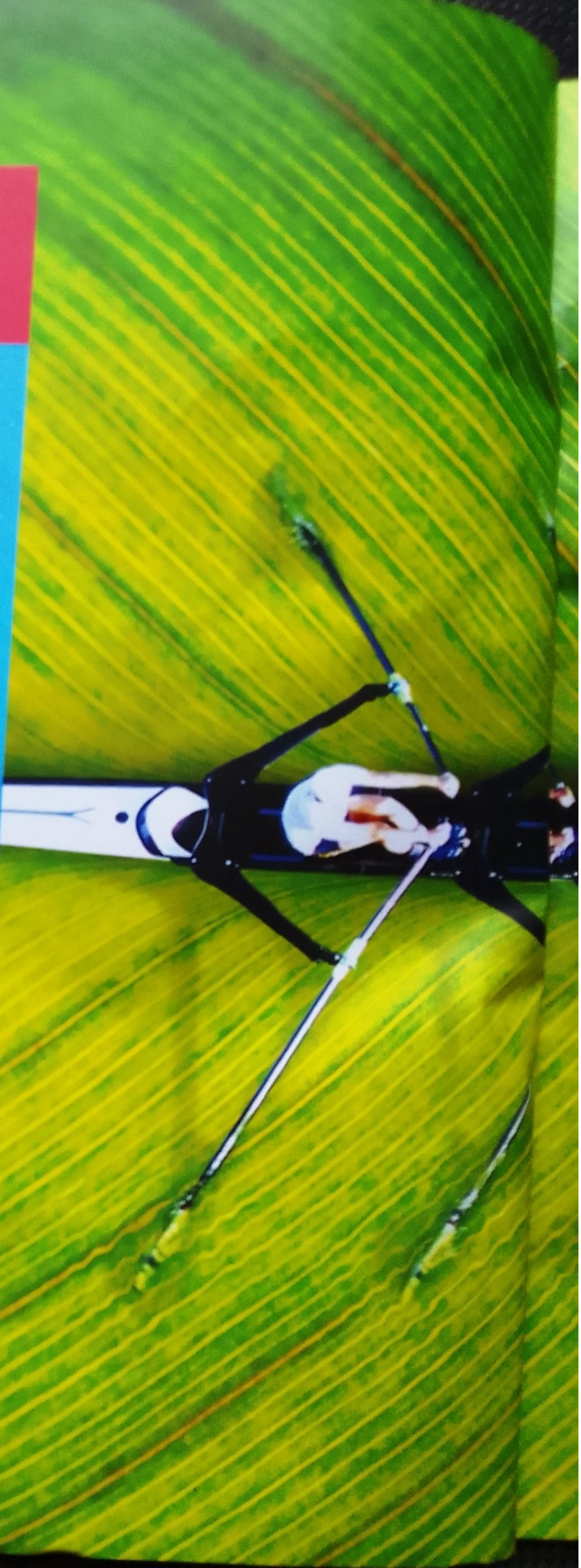
1 Do you think it is important to practice sports? Why?

2 Are some sports easier than others? Why?

3 What skills are necessary to be good at sports?

4 Can everyone become a professional athlete? Why?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 10).



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FIRST MOVE

a 3

FORMULA 1 EXPERIENCES
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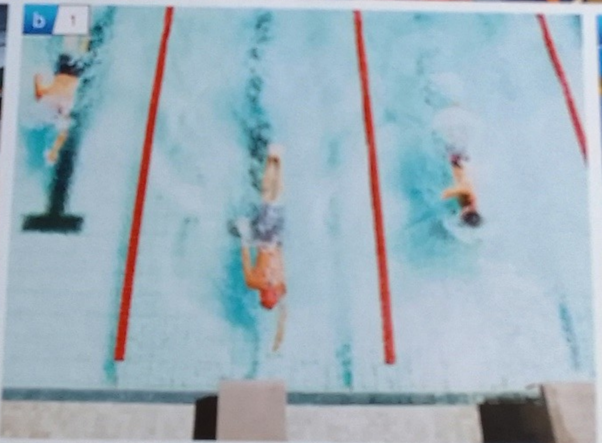
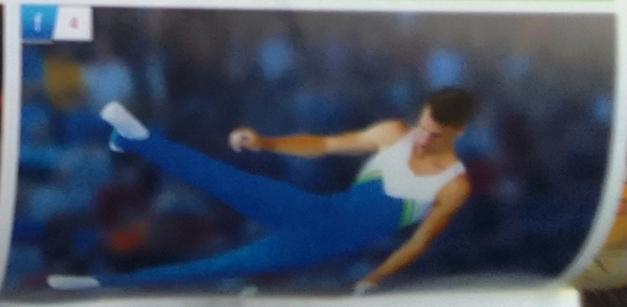

b 1

c 2

d 5

FOOTBALL CLUB

e 6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FIRST MOVE

FIRST MOVE

1 🎧 1 Listen to the sports commentators and number the images on page 8 accordingly.

2 🎧 2 Listen again and use the expressions from the box to describe the different sports commentators.
Suggested answers.

analytical calm energetic excited
focused on details irritating loud
quiet slow technical

1 energetic
2 quiet
3 energetic, focused on details
4 technical
5 excited, loud
6 calm, slow

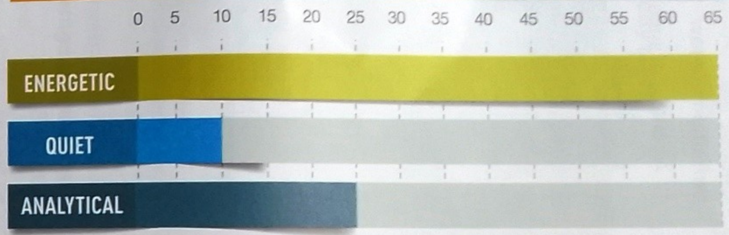
3 Would you like to watch any of these sports live? If so, which one(s)? Open answers.

4 What skills does an athlete need to do well in these sports?
Open answers.
1 Formula 1: ______
2 Swimming: ______
3 Tennis: ______
4 Soccer: ______
5 Basketball: ______
6 Gymnastics: ______

React!

5 Write a comment about the survey results. Open answers.

WHAT'S YOUR FAVORITE TYPE OF SPORTS COMMENTATOR?



Sophie James I like commentators that are analytical. They give us a lot of interesting facts about sports!

Eddy Maine @sophiejames LOL, analytical commentators are boring! I prefer the energetic ones! They keep us on the edge of our seats!

Liz Osborne When I watch soccer, I need a commentator with a lot of energy. I like it when they scream and shout! But when I watch swimming competitions, I prefer the analytical ones.

______

______

I Wonder

6 Write a question about sports commentators. Then look for the answer. Open answers.

______

99 Great! 99 Interact

LANGUAGE 1

1 Write the sports from the box in the correct column.

baseball basketball gymnastics judo
karate rollerblading rugby
running skating soccer surfing
swimming tennis volleyball water polo

Do	Play	Go
gymnastics judo karate	baseball basketball rugby soccer tennis volleyball water polo	rollerblading running skating surfing swimming

2 Use the verbs and sports from activity 1 to complete the sentences with information about you. Open answers.

1 I love to __________.
2 In my free time, I __________.
3 I don't like to __________.
4 I always __________.

3 Talk to a classmate and compare your answers. Are there similarities? Open answers.

4 Answer the questions. Open answers.

1 How often do you go swimming?
____
2 In your opinion, what is more difficult: doing ballet or karate?
____
3 Do you know anyone who often goes surfing?
____
4 Can you play soccer well?
____
5 Does anyone you know do gymnastics?
____
6 Do you prefer playing basketball or volleyball?
____

5 Choose the best option to complete the definitions below.

1 A contest of speed is a...
a ☐ goal. b ☑ race.

2 A result in a game in which two opposing teams have the same result is a...
a ☑ tie. b ☐ dribble.

3 When you stretch your muscles before exercising, you...
a ☑ warm up. b ☐ dribble.

4 If you move forward kicking or bouncing a ball several times, you...
a ☑ dribble. b ☐ race.

5 The players' objective in a soccer match is to score...
a ☐ ties. b ☑ goals.

6 Complete the sentences with the words from activity 5.

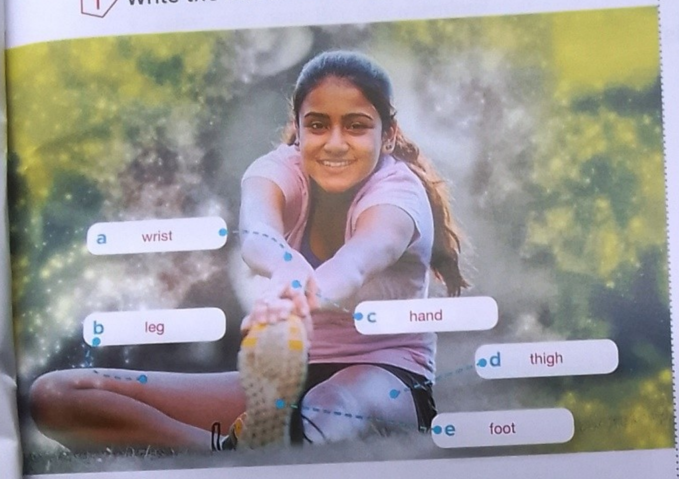
1 He can dribble a basketball quite skillfully.
2 After 90 minutes, the game ended up in a tie, which was very disappointing.
3 Some athletes can score three goals in a game.
4 Cowes Week is the largest boat race in the world. It includes over 1,000 boats and 8,500 competitors.
5 We should always warm up before practicing any physical activity.

7 Complete the sentences with your opinion. Open answers.

1 People who play volleyball need to __________.
2 If you want to do ballet, it is important to __________.
3 Swimming is an excellent sport because __________.
4 Before you go running, always remember to __________.
5 The most difficult sport to learn is __________ because __________.
6 The most popular sport in my country is __________.

LISTENING AND SPEAKING

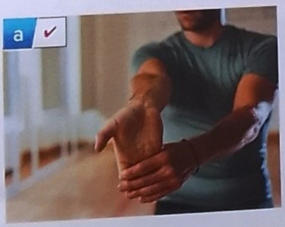
1 Write the names of the body parts.



2 🎧3 Listen to Janette Janero, a personal trainer, and check what she is going to demonstrate.

a ☑ how to do a cartwheel
b ☐ how to do jumping jacks
c ☐ how to perform a backflip

3 🎧4 Listen again and check the images that show movements described by Janette.

a ☑


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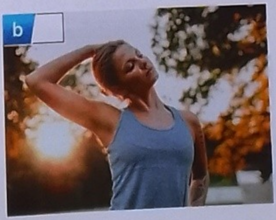
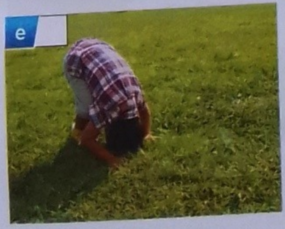
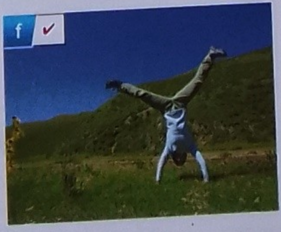


c ☐

d ☑

e ☐


f ☑


4 🎧5 Listen again and number Janette's instructions in the correct order.

a 4 Place your hands on the floor.
b 3 Lean forward and lift your back leg off the floor.
c 2 Put your foot in the direction you want to go.
d 1 Figure out which way you want to face.
e 5 Push off and let your body follow through.

5 Tell a classmate how to do a cartwheel based on Janette's instructions. Use the expressions in the box. Open answers.

floor follow through inner thighs
lean lift look push off wrists

6 Think of a physical activity and prepare yourself to give instructions on how to do it. Use short imperative sentences. Open answers.

____
____
____
____
____

7 Record the instructions and share them with a classmate.

Makerspace p. 22

Pronunciation

8 🎧6 Listen to the sentences below and circle the words that are stressed in each one.

1 [✓ Swimming] every day is good for your breathing.
2 Swimming [✓ every day] is good for your breathing.
3 Swimming every day is good for your [✓ breathing].

9 What difference does word stress make in the sentences of activity 8? It puts emphasis in different words.

10 🎧7 Listen again to the sentences from activity 8 and practice them.

11 Practice emphasizing different words in the following sentences.

1 I love swimming, it's the best sport!
2 I didn't say I was going bowling today.
3 In two weeks, I will be traveling to Peru!

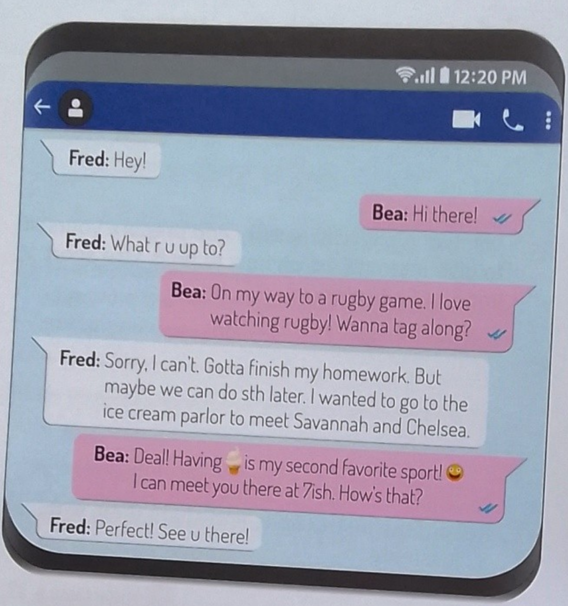
READING

Before Reading

1 How do you usually communicate with your friends? Open answers.

2 Look at the texts. What type of text is this?

a ☐ e-mails b ☑ instant messages c ☐ letters



Fred: Hey!

Bea: Hi there!

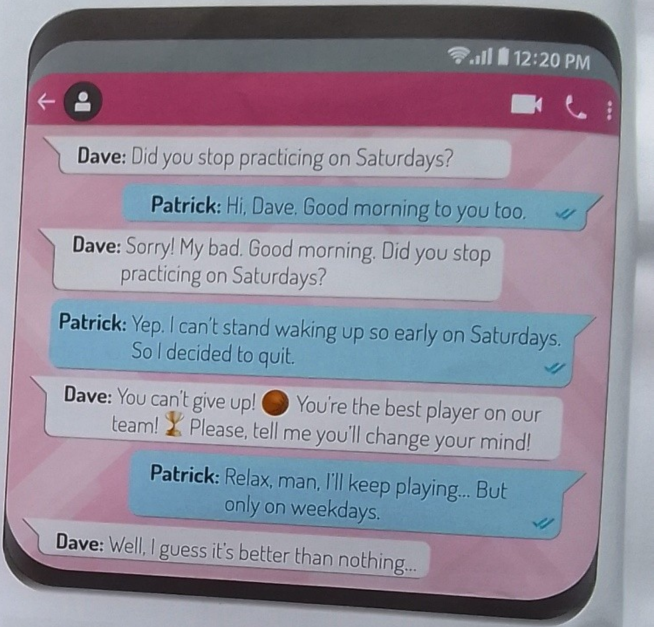
Fred: What r u up to?

Bea: On my way to a rugby game. I love watching rugby! Wanna tag along?

Fred: Sorry, I can't. Gotta finish my homework. But maybe we can do sth later. I wanted to go to the ice cream parlor to meet Savannah and Chelsea.

Bea: Deal! Having 🍦 is my second favorite sport! 😋 I can meet you there at 7ish. How's that?

Fred: Perfect! See u there!



Dave: Did you stop practicing on Saturdays?

Patrick: Hi, Dave. Good morning to you too.

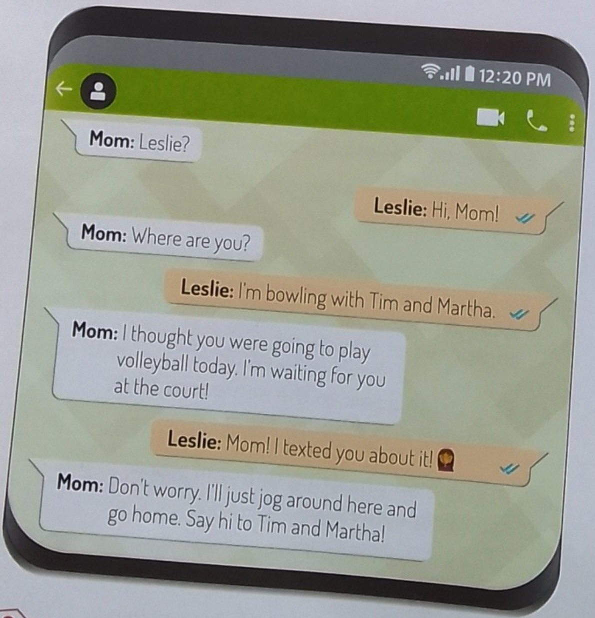
Dave: Sorry! My bad. Good morning. Did you stop practicing on Saturdays?

Patrick: Yep. I can't stand waking up so early on Saturdays. So I decided to quit.

Dave: You can't give up! 🏀 You're the best player on our team! 🏆 Please, tell me you'll change your mind!

Patrick: Relax, man, I'll keep playing... But only on weekdays.

Dave: Well, I guess it's better than nothing...



Mom: Leslie?

Leslie: Hi, Mom!

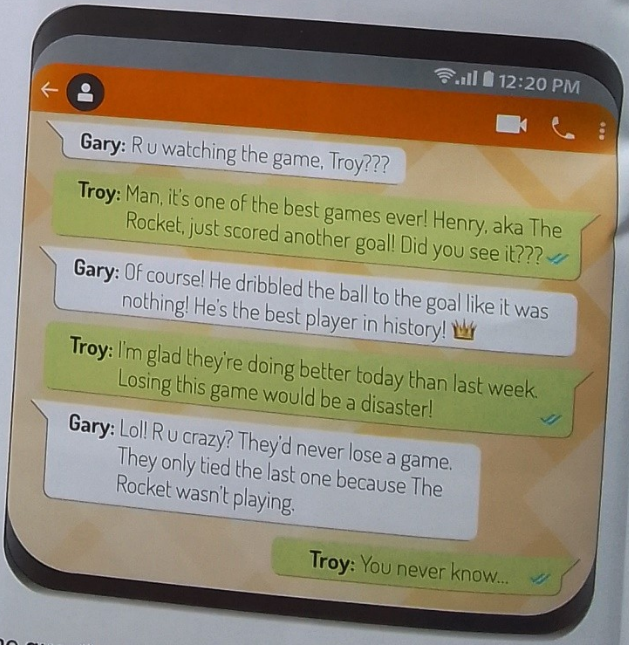
Mom: Where are you?

Leslie: I'm bowling with Tim and Martha.

Mom: I thought you were going to play volleyball today. I'm waiting for you at the court!

Leslie: Mom! I texted you about it! 🤦‍♀️

Mom: Don't worry. I'll just jog around here and go home. Say hi to Tim and Martha!



Gary: R u watching the game, Troy???

Troy: Man, it's one of the best games ever! Henry, aka The Rocket, just scored another goal! Did you see it???

Gary: Of course! He dribbled the ball to the goal like it was nothing! He's the best player in history! 👑

Troy: I'm glad they're doing better today than last week. Losing this game would be a disaster!

Gary: Lol! R u crazy? They'd never lose a game. They only tied the last one because The Rocket wasn't playing.

Troy: You never know...

3 What characteristics of the texts helped you answer the question in activity 2?

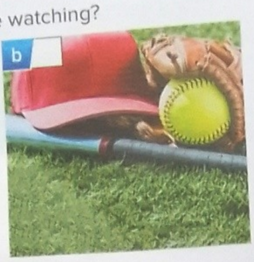
Suggested answers: The layout resembles an instant message exchange, there are two people interacting in each text, the language is informal, the topics are related to everyday events, there are emojis etc.

While Reading

4 Check the correct images according to the texts.

1 What sport does Bea like watching?

a ☑


b ☐

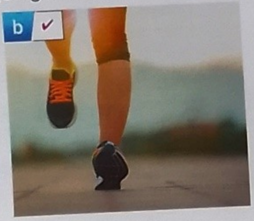
2 What sport does Patrick do?

a ☐

b ☑

3 What is Leslie's mother going to do?

a ☐


b ☑

4 What sport are Gary and Troy watching?

a ☑

b ☐

5 Rewrite the sentences correcting the wrong information.

1 Fred and Bea are meeting Savannah and Chelsea at 7:00 o'clock sharp.
Fred and Bea are meeting Savannah and Chelsea at 7ish.

2 Patrick will quit basketball for good.
Patrick will quit basketball on Saturdays.

3 Leslie called her mother to tell her she was going bowling.
Leslie texted her mother to tell her she was going bowling.

4 The Rocket's team is playing worse than last week.
The Rocket's team is playing better than last week.

6 How do you think these people are feeling? Justify your answers with extracts from the texts.
Open answers.

1 Fred: ____
2 Bea: ____
3 Dave: ____
4 Patrick: ____
5 Leslie: ____
6 Leslie's mother: ____
7 Gary: ____
8 Troy: ____

7 Summarize each conversation in one sentence.
Suggested answers.

1 Fred and Bea: Fred can't see the rugby game with Bea, but they arrange to meet at the ice cream parlor around 7 p.m.
2 Dave and Patrick: Patrick tells Dave he quit basketball practice on Saturdays, but he will keep playing on weekdays.
3 Leslie and her mother: Leslie's mother didn't see Leslie's text message saying that she was going bowling.
4 Gary and Troy: They are talking about a great soccer game.

After Reading

8 Do you prefer calling your friends or texting them? Why? Open answers.

9 How long do you usually spend on your cell phone? Open answers.

10 Do you think the time you spend on the phone could be better spent if you practiced physical activities instead? Open answers.

Buzzwords

"Sorry! ***My bad****. Good morning. Did you stop practicing on Saturdays?"*
What does Dave mean when he says "my bad"? Look it up! He means he made a mistake.

11 Work with a classmate. Write at least two dialogues in which the expression "my bad" is used.
Open answers.

____
____
____
____

Workbook p. 18

LANGUAGE 2

1 Circle the verbs in the sentences.

1 I [✓ love watching] rugby.
2 I [✓ wanted] to [✓ go] to the ice cream parlor.
3 Did you [✓ stop practicing] on Saturdays?
4 I [✓ decided] to [✓ quit].
5 I [✓ can't stand waking up] early.

2 Write the numbers of the sentences from activity 1.

1 In which sentences is a verb followed by another one in the *-ing* form? 1, 3 and 5
2 In which sentences is a verb followed by another one in the infinitive? 2 and 4

Verb Pattern

When there are two verbs in a sentence, the first verb determines the second one's form. Take a look at some verb patterns:

-ing	infinitive
avoid enjoy (not) stand (not) mind	decide learn plan want

3 Circle the correct option from each sentence.

1 I enjoy **to go** / [✓ **going**] to the stadium to watch soccer matches.
2 I want [✓ **to play**] / **playing** tennis with my friends on Saturday.
3 Last weekend, I decided [✓ **to stay**] / **staying** home.
4 I learned [✓ **to play**] / **playing** baseball when I was a child.
5 I avoid **swim** / [✓ **swimming**] after lunch.
6 I am planning [✓ **to learn**] / **learning** a new sport this year.

4 Write the numbers of the sentences from activity 3 that are true for you. Open answers.

______

5 Complete the sentences with information about you. Open answers.

1 I avoid ______
2 I don't mind ______
3 I can't stand ______
4 I learned ______
5 I really enjoy ______

6 Interview your classmates to check if they agree with your answers to activity 5. Open answers.

1 ______
2 ______
3 ______
4 ______
5 ______

7 Form sentences using the prompts and complete them as you wish. Follow the example. Open answers.

Most people... My relatives... My friends... Athletes... People in my country...	... prefer... ... enjoy... ... want... ... can't stand... ... avoid...

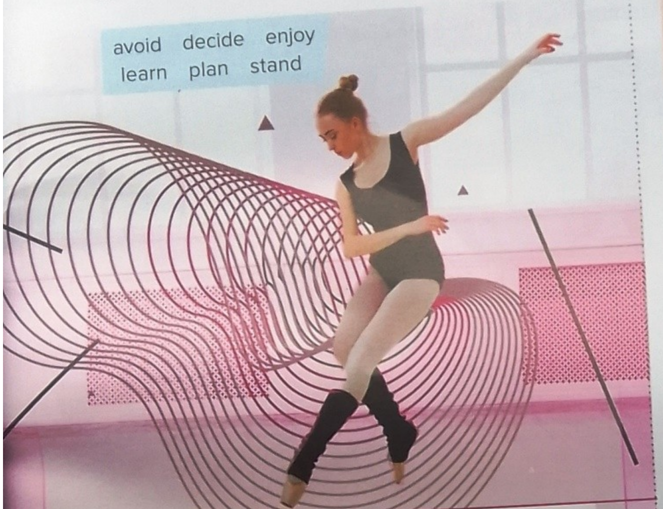
1 My friends enjoy going to the beach on the weekends.
2 ______
3 ______
4 ______
5 ______
6 ______

8 Discuss the questions in groups. Open answers.

1 Do you mind people correcting you?
2 Have you ever offered to help a stranger in the street?
3 Do you manage to communicate well when you travel abroad?
4 Do you expect to live in a different city in the future?
5 Would you prefer to live somewhere warmer or somewhere colder?
6 What are you considering studying in college?

9 Complete Cathy's message in a forum using the verbs from the box in the correct form.

avoid decide enjoy
learn plan stand



KittyCathy

I really (1) ___enjoy___ doing ballet and I try to practice it three times a week. But my ballet instructor said that I should learn other sports to help me develop other skills. She thinks we should (2) ___avoid___ doing only one physical activity for too long. Well, I (3) ___decided___ to follow her advice. I thought about soccer, but I really can't (4) ___stand___ running. So I'm (5) ___planning___ to take up swimming lessons instead. I think it's useful to (6) ___learn___ to swim because we feel more confident around water.

10 Interview your classmates and complete the sentences with their names. Open answers.

1 ________ can't stand watching sports on TV.
2 ________ really enjoys taking pictures.
3 ________ thinks that watching sports is boring.
4 ________ would like to learn to play baseball.
5 ________ thinks that rugby is more interesting than basketball.
6 ________ is planning to watch a soccer match in a stadium.
7 ________ thinks that surfing is too dangerous.
8 ________ avoids exercising after lunch.

Using Gerunds

Eating 🍦 is my second favorite sport.
Losing this game would be a disaster!

Gerunds can be used as the subject of a sentence.

11 Complete the sentences with the gerund form of the verbs in the box.

do eat go play
run visit

1 ___Running___ a marathon was the most exhausting thing I've ever done!
2 ___Going___ to the park is my favorite pastime.
3 ___Visiting___ my grandparents is great, my grandma always bakes a cake for me!
4 ___Eating___ lasagna on Sundays is a tradition in my family.
5 ___Playing___ video games on weeknights is forbidden in my house.
6 ___Doing___ homework after school is better than doing it in the evening.

12 Rewrite the sentences from activity 11 so that they are true for you. Open answers.

1 ________________
2 ________________
3 ________________
4 ________________
5 ________________
6 ________________

13 What is your opinion about these activities? Write complete sentences.
Open answers.

1 Playing basketball: ________________
2 Swimming: ________________
3 Running: ________________
4 Playing soccer: ________________
5 Dancing ballet: ________________
6 Doing martial arts: ________________

14 Compare your opinions to a classmate's.

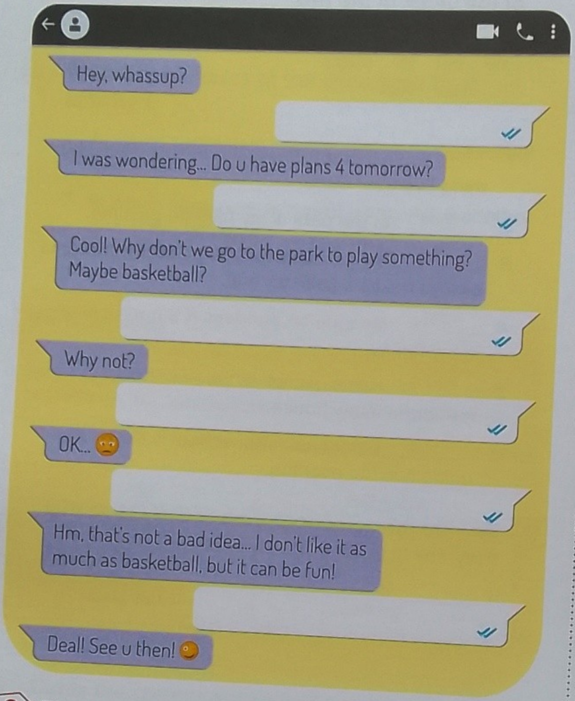
Workbook p. 18

WRITING

Instant Messages

Before Writing

1 Read the instant messages.



Hey, whassup?

I was wondering... Do u have plans 4 tomorrow?

Cool! Why don't we go to the park to play something? Maybe basketball?

Why not?

OK...

Hm, that's not a bad idea... I don't like it as much as basketball, but it can be fun!

Deal! See u then!

2 Plan your answers. Open answers.

1 What plans do you have for tomorrow?
2 Why can't you play basketball?
3 What are you going to suggest instead?
4 How can you finish the conversation?

Drafting

3 **Write a draft of your messages.**

4 **Show your messages to a classmate and ask for his/her opinion. Make adjustments if necessary.**

Final Writing

5 **Write the final version of your messages. Share it with a classmate.**

INVESTIGATE

__________ is the favorite sport among students at my school.

Collect Data

- Think of a period when you can interview other students at your school.
- Make sure you interview a similar number of boys and girls.
- Keep a record of their answers.

Sport	Girls' Votes	Boys' Votes

Analyze the Data

- What was the most mentioned sport?
- Is there a significant difference between boys' and girls' preferences?

Draw a Conclusion

__________ is the favorite sport among students at my school.

1 **Reflect on your conclusions and discuss.**

1 If there is a significant difference between boys' and girls' preferences, why do you think that is?
2 Could you identify any patterns in students' preferences?
3 What could be done to increase the variety of sports played at school?

LOCAL AND GLOBAL

1 Check the famous athletes. Do you know their names?
Laurie Hernandez, Yusra Mardini, Kylian Mbappé, Usain Bolt and Ryan Sheckler.

1 ☐

2 ☑

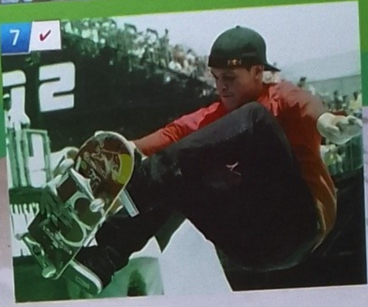
3 ☑

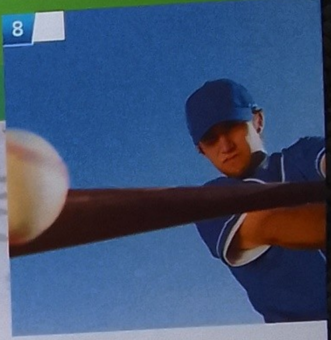
4 ☐

5 ☑

6 ☑

JAMAICA
Rio2016
BOLT
6

7 ☑


8 ☐


2 Choose one of the famous athletes in activity 1. Do some research on him/her and take notes on your findings.
Open answers.

1 When did he/she start practicing this sport?
2 What are his/her main achievements so far?
3 What is his/her routine like?
4 What kind of support does he/she have to be an athlete?

3 Make a list of what is necessary for someone to become a famous athlete. Open answers.

4 How can the government and the community help young athletes from your country develop their skills?
Open answers.

IMAGINE

Imagine being forced to practice a sport.

👍 ❤ 😀 😮 🙁 😠

1 Research into the concept. Bring your findings to be discussed in class.

2 Scan the QR code and read the magazine article. Then discuss the questions with a classmate.

RTV

1 What are the general benefits of sports? Students who practice sports regularly have higher grades, learn how to persist, deal with failure, work with others and follow rules.
2 Is Physical Education mandatory at your school? Do you agree with that? Open answers.
3 In your opinion, should physical activities be mandatory for every student? Open answers.

Workbook 1

1 Find and circle ten sports.

G V X V O L L E Y B A L L U J A H D I A U S W I M M I N G H I U S
D I A T E N N I S K S B C J U D O N A H C O A E W A T E R P O L O
K J S H D A I J B R U G B Y S C K R G N L B A S K E T B A L L X K
J G I F D J G Y M N A S T I C S J N U T O I I J S L T X G R I X K
A T E R I R A N F O O T B A L L O K C X I U S S C A R R A C I N G

2 Use the words from activity 1 to complete the sentences.

1 Volleyball is played with a ball and is played up to 25 points. In this game, a point is made when the ball touches the ground.

2 Basketball also uses a ball. There is no limit of points and you score points when the ball goes through the basket.

3 Swimming and water polo take place in the water.

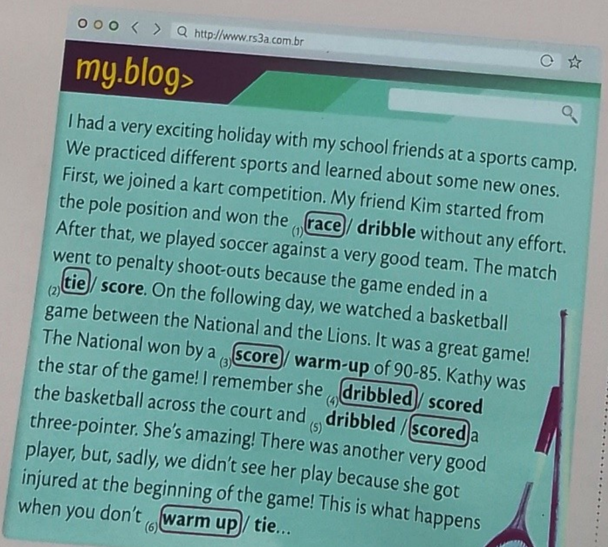
4 To play tennis, you need a good racket. It can be played individually (against a single player) or in pairs (against two players).

5 Rugby and football use a ball that is not round.

6 Strength, flexibility and agility are very important when you do judo or gymnastics.

7 Car racing is one of the most dangerous sports in the world. Some automobiles can go as fast as 370 km/h.

3 Circle the correct words to complete the blog post.



I had a very exciting holiday with my school friends at a sports camp. We practiced different sports and learned about some new ones. First, we joined a kart competition. My friend Kim started from the pole position and won the (1) [✓ race] / **dribble** without any effort. After that, we played soccer against a very good team. The match went to penalty shoot-outs because the game ended in a (2) [✓ tie] / **score**. On the following day, we watched a basketball game between the National and the Lions. It was a great game! The National won by a (3) [✓ score] / **warm-up** of 90-85. Kathy was the star of the game! I remember she (4) [✓ dribbled] / **scored** the basketball across the court and (5) **dribbled** / [✓ scored] a three-pointer. She's amazing! There was another very good player, but, sadly, we didn't see her play because she got injured at the beginning of the game! This is what happens when you don't (6) [✓ warm up] / **tie**...

4 Rewrite the wrong sentences, making the necessary corrections.

1 I want to playing basketball after school.
I want to play basketball after school.

2 I really have to do my homework before dinner.
✓

3 I can't stand to watch soap operas, they are boring.
I can't stand watching soap operas, they are boring.

4 I would like eating some pizza tonight.
I would like to eat some pizza tonight.

5 I decided starting a new diet last week because I need to get ready for the championship.
I decided to start a new diet last week because I need to get ready for the championship.

6 I'm planning to go to a sports camp with my classmates in July.
✓

5 Jeffrey and Will meet at the club. Complete their dialogue with the correct form of the verbs in the box.

do exercise have (2x)
play stop work

Jeffrey: Will! I can't believe I found you here!

Will: Long time no see, Jeff! You look strong!

Jeffrey: Thanks! (1) Working out is my passion! I basically come here every day!

Will: Good for you! I'm quite the opposite. I can't stand (2) exercising.

Jeffrey: I understand, but it's important!

Will: I know! But I think (3) having a balanced diet is even more important!

Jeffrey: Well... (4) Playing video games all day is not going to make you healthy.

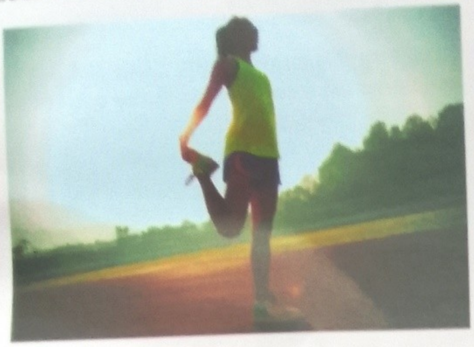
Will: I totally agree! But I still enjoy (5) having fun online with my friends.

Jeffrey: I used to like it too, but I decided (6) to stop playing video games all day so that I could have a healthier life.

Will: I plan (7) to do the same thing one day!

Jeffrey: You won't regret it!

6 Look at the image and answer the questions.



1 What is she doing? She is warming up.

2 What is she probably going to do? She is probably going to run.

7 **Read the magazine article and check the best title for it.**

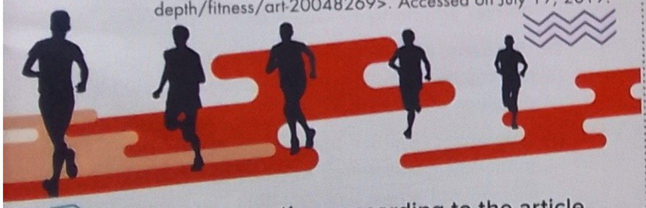
a ☐ Different Kinds of Sports

b ☑ Starting an Exercise Routine

c ☐ The Best Sport in the World

According to recent studies, there are a number of important things to do before you start exercising. First, avoid exercising without a doctor's approval. The doctor will probably ask you to have a check-up to see if you are ready to exercise. If you are fine, you can start exercising, but do not forget to stretch. It is recommended that you do warm-up exercises for about five to ten minutes. It is essential to warm up the lower part of the body—feet, legs and hip—and the upper part—back, chest, arms, hands, shoulder and neck—as well. After that, start doing the activity slowly for a few minutes. Finally, do the activity normally. Do not forget to stay hydrated! Always carry a bottle of water with you!

Based on <https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269>. Accessed on July 19, 2019.



8 **Answer the questions according to the article.**

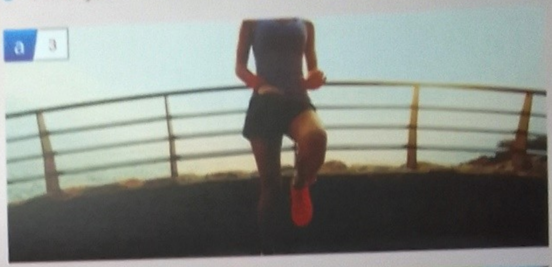
1 What is the first thing you have to do if you want to start exercising?
You need to see a doctor.

2 What is the appropriate sports routine according to the text?
First, stretch. Then, do warm-up exercises for about five to ten minutes. After that, start doing the activity slowly for a few minutes. Finally, do the activity normally.

3 What should you do to stay hydrated?
You should always carry a bottle of water with you.

9 **Match the parts of the text to the images.**

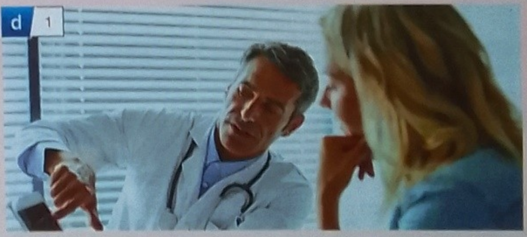
1 You should see a doctor before exercising.
2 First, stretch.
3 Then do warm-up exercises for about five to ten minutes.
4 After that, start doing the activity slowly for a few minutes.
5 Finally, do the activity normally.



a 3

b 2

c 5



d 1

e 4

Extension

Review 1

1 8 **Listen to Kyle and Jessie's conversation after school. What is happening?**

They are talking about the PE class. Jessie would like to do something different.

2 9 **Listen again and correct the wrong information.**

1 They usually play dodgeball, basketball and soccer in PE class.
They usually play baseball, basketball and soccer in PE class.

2 Kyle doesn't like playing the same sports every PE class.
Jessie doesn't like playing the same sports every PE class.

3 Jessie suggests they do martial arts and circus.
Jessie suggests they do martial arts and gymnastics.

4 Kyle is a big fan of martial arts.
Kyle isn't a big fan of martial arts.

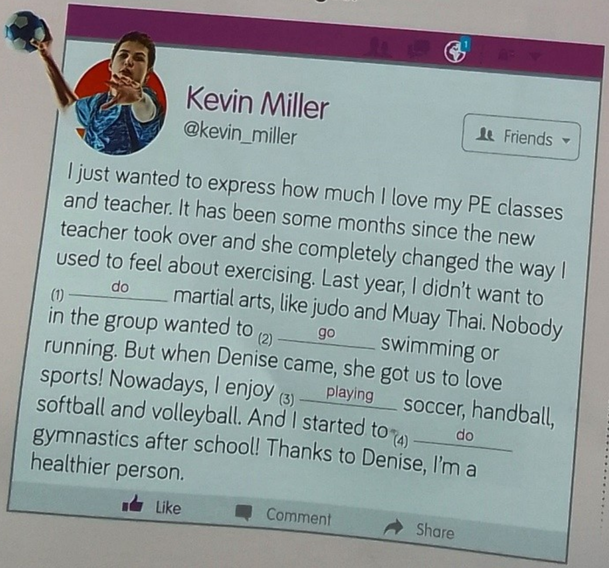
5 Kyle tells Jessie to talk to the principal.
Kyle tells Jessie to talk to the PE teacher.

6 Jessie refuses Kyle's advice.
Jessie accepts Kyle's advice.

3 **Write in the correct line the sports that Jessie and Kyle mention.**

Play	baseball	basketball	soccer
Do	martial arts	gymnastics	
Go	running	swimming	skating

4 **Complete Kevin's post with *play, do* or *go*. Make any necessary changes.**



Kevin Miller
@kevin_miller

I just wanted to express how much I love my PE classes and teacher. It has been some months since the new teacher took over and she completely changed the way I used to feel about exercising. Last year, I didn't want to (1) do martial arts, like judo and Muay Thai. Nobody in the group wanted to (2) go swimming or running. But when Denise came, she got us to love sports! Nowadays, I enjoy (3) playing soccer, handball, softball and volleyball. And I started to (4) do gymnastics after school! Thanks to Denise, I'm a healthier person.

5 **Complete the journal entry using the nouns (*n.*) and verbs (*v.*) from the box in the correct form.**

dribble (*v.*) race (*n.*) score (*v.*) (2x)
tie (*n.*) warm-up (*n.*)

Last Wednesday was a very interesting day! I told Dad that I wanted to go to the stadium to watch a soccer game. At first, he didn't like the idea very much because he wanted to watch the car (1) race on TV, but, after some time, he gave in. We watched Hawks against Wolves. What a game! During the (2) warm-ups, people were screaming their lungs out! Melody is the best player and she can (3) dribble the ball past anyone! The defenders have such a hard time trying to get the ball from her, it is almost impossible! She (4) scored two beautiful goals for the Hawks while the Wolves (5) scored only one. When players like these are on the field, the game never ends in a (6) tie!

6 **Read what Doctor Stevens and Doctor Johnson said in a recent interview. Circle the best options to complete it.**

Journalist: So, why do you consider (1) [✓ **exercising**] / **doing** / **watching** so important?

Dr. Johnson: Nowadays, many people are not healthy because they don't have time to work out or follow a balanced diet.

Dr. Stevens: I couldn't agree more! Some people think that (2) [✓ **watching**] / **exercising** / **making** TV all day will not affect their health!

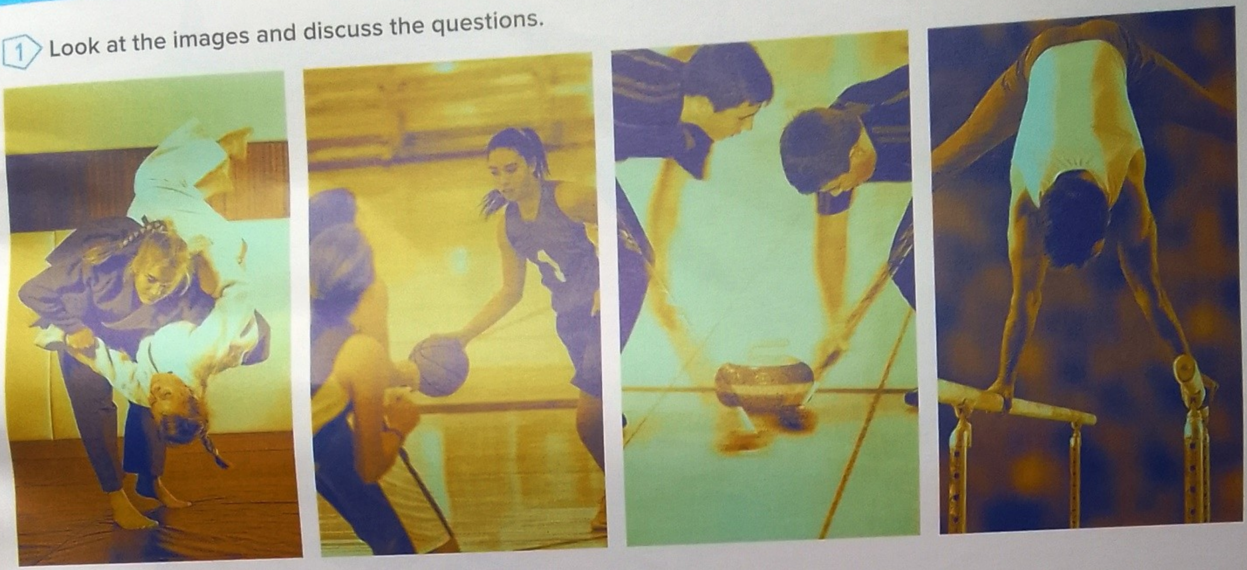
Dr. Johnson: Watching TV and (3) **drinking** / **playing** / [✓ **eating**] junk food too often is a disastrous combination!

Dr. Stevens: And when things get really serious, people come to us expecting a miracle!

Dr. Johnson: True! There's no miracle! (4) **Making** / [✓ **Having**] / **Doing** a balanced diet and (5) [✓ **exercising**] / **reading** / **singing** are essential if you want to live a long and healthy life!

Branch Out Sports Day

1 Look at the images and discuss the questions.



1 What sports do the images show? Judo, basketball, curling, gymnastics.
2 Have you ever practiced any of these sports? If so, which ones? Open answers.
3 Which of these sports would you like to practice? Why? Open answers.
4 What sports do you practice at school? Open answers.
5 What other sports would you like to practice at school? Why? Open answers.

2 Work in groups and collect information for Sports Day.

1 Get together in groups of four.
2 Choose a team or individual sport that you can play at school.
3 Research information about your chosen sport (its origin, rules, equipment, where it is played, abilities it requires, benefits it brings, famous athletes and records).
4 Decide on how you are going to present your findings (poster, video, leaflet, oral presentation, digital presentation etc.).
5 Prepare and rehearse your presentation.
6 Invite students from other classes and grades to attend your presentation.

3 On Sports Day, organize your station and present your work. Ask students to vote on the sport they would like to try.

4 Organize and hold a competition of the sport that got the most votes.

1 Make sure you have all the necessary equipment.
2 Select the date and book the venue.
3 Promote the event and invite students from other classes and grades.
4 Organize the groups (individual sport) or teams (team sport).
5 Get or make medals or certificates.
6 Invite referees.
7 Hold the competition.

Makerspace Game Design

Basic Supplies

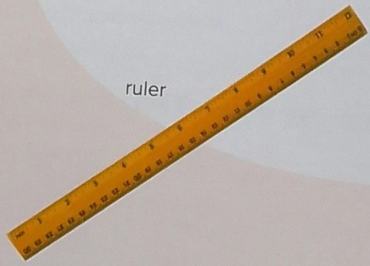
construction paper

crayons

glue

scissors

watercolors


ruler

playdough

Action

1 Get inspired by searching online for games that can be played in groups.
2 Decide what type of game will be created.
3 Create a simple sketch of your project.

Problem-solving

- What is the objective of the game?
- How many people can play it?
- How does the game start and end? What makes a winner?
- Are the rules clear?

4 Decide on the supplies you will need.
5 Arrange the basic materials.
6 Divide the tasks among the members of the group (make sure everyone has the opportunity to contribute to the project, either by giving ideas or by doing something hands-on).
7 Play the game.

Assessment

- Did the game turn out as planned?
- Were there too many/few rules?
- Were the rules followed?
- What will you change in this game to play it again?

Video Skylodge: An Unusual Hotel

RTV

1 You are going to watch a video about a place called the Skylodge. In pairs, predict the following information. Suggested answers.

1 What is the Skylodge?

It's a hotel.

2 Where is the Skylodge located?

It's located in Peru.

3 What do people probably do in the Skylodge?

People climb to get to their rooms; they can fall asleep looking at the sky; they leave the hotel by taking zip lines.

2 Watch the video and check your answers for activity 1.

3 Read the sentences and number the events in the order they appear in the video. Then watch the video again and check your answers.

a 5 You leave the Skylodge by zip line.
b 1 The Skylodge is a hotel in Peru.
c 6 You should visit the Skylodge if you like mountains and a good view.
d 3 Tony and Thomas can't sleep because the view from the hotel is so beautiful.
e 2 To get to the Skylodge, you have to climb a mountain.
f 4 In the morning, Tony and Thomas go to a different room to have breakfast.

4 In pairs, make a list of advantages and disadvantages of staying at the Skylodge. Open answers.

Advantages	Disadvantages

5 Project Time! Follow your teacher's instructions and do as proposed.

[illegible] How Can Interaction Affect Our Lives? (Science)

[illegible]

[illegible]

Understanding Interaction

[illegible]

CONCLUSION

[illegible]

Agenda for the Future

Food Consumption

[illegible]

[illegible]

5 **Read the text and complete it using the verbs from the box in their correct form.**

be (x4) believe eat reveal say see ~~study~~ think understand

Remoras and Sharks

Remoras, also called suckerfish, and sharks have long been considered enemies. Scientists who (1) studied remoras (2) said that they (3) were food for sharks. Some other scientists (4) believed that those theories (5) were not true and that remoras (6) ate sharks.

When I first (7) saw remoras and sharks interacting, I (8) thought that their benefits (9) were mutual, but I could not explain why.

Later investigations (10) revealed that remoras and sharks establish a cooperative interaction. I (11) understood that many years ago, when I (12) was a marine biologist!

6 **Write five questions about the text in the space provided. In pairs, ask and answer the questions you both have written.** Open answers.

7 **Look at the idea below. What type of interaction does it describe? Individually, brainstorm some ideas inside the organizer. Share them with a classmate and discuss further.** Open answers.

Prehispanic cultures in Mexico exchanged food, tools, knowledge and many other goods. However, they also fought for territory, religious beliefs and other reasons.

2

MORE THAN WORDS

OBJECTIVES:

- Discuss types of nonverbal communication.
- Talk about memes and emojis.
- Use adjectives that characterize temporary feelings and what causes them.
- Use sense verbs.
- Compare two or more things.
- Write a blog post.
- Reflect on the use of hand gestures in different cultures.
- Reflect on the possibility of communicating without words.

Read the questions and discuss.

1 How do you usually communicate with your friends?

2 Can an image communicate an idea better than words? Why?

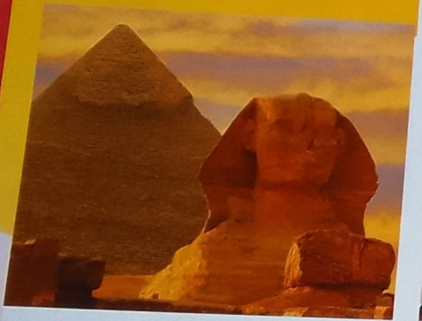
3 How do you express your feelings better: with words or images?

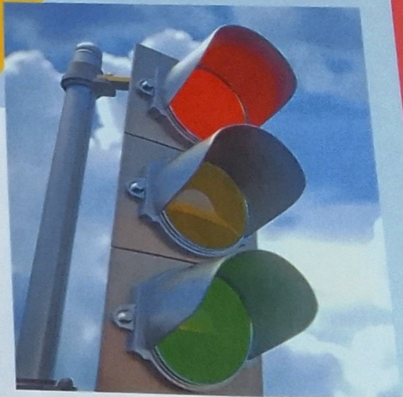
4 What's more important on a social network: words or images? Why?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 29).

Richmond

FIRST MOVE





FIRST MOVE

1 What types of nonverbal communication do you see in the images on page 28? Check the options that apply. All may apply.

a ☐ emojis
b ☐ facial expressions
c ☐ flags
d ☐ images
e ☐ miming
f ☐ painting
g ☐ posture and body language
h ☐ statues
i ☐ street signs
j ☐ traffic lights

2 Discuss the questions with a classmate. Open answers.

1 What messages do the images on page 28 convey?
2 How do you feel when you look at them?

3 Rank the types of nonverbal communication in activity 1 from 1 (very effective) to 10 (not effective). Open answers.

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________
6 ____________
7 ____________
8 ____________
9 ____________
10 ____________

4 Which of these types of nonverbal communication do you use the most? And which one do you use the least? Why?

Open answers.

5 What is a meme? Do you use memes a lot? Why?

A meme is an idea, image, video etc. that is spread quickly on the internet. Open answers.

React!

6 Write a comment about the meme. Open answers.

I SEE WHAT YOU MEAN...

Eric Samuels This baby looks adorable!

Peter Sanchez I don't like it when people comment on my posts with memes. It's annoying!

Judy Davidson Why are you annoyed, @peter_sanchez? Memes are funny and deliver the message.

____

POST

I Wonder

7 Write a question about nonverbal communication in different countries. Then look for the answer. Open answers.

____

____

♥ 99 Great! 💬 99 Interact

LANGUAGE 1

1 Analyze the sentences. Then answer the questions.

I don't like it when people comment on my posts with memes. It's **annoying**!

Why are you **annoyed**, @peter_sanchez? Memes are funny and deliver the message.

1 Which adjective refers to a feeling that is a consequence of a situation? annoyed

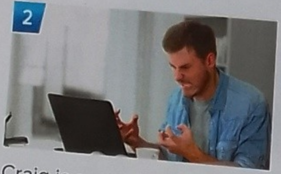
2 Which adjective describes what caused the feeling? annoying

2 Complete the chart.

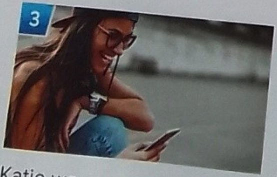
Adjectives that refer to a feeling that is a consequence of a situation	Adjectives that describe what caused the feeling
annoyed	annoying
bored	boring
disappointed	disappointing
excited	exciting
interested	interesting
irritated	irritating
shocked	shocking
tired	tiring

3 Use the words from activity 2 to complete the sentences.

1 Gavin is watching a boring TV show. He looks really bored.



2 Craig is so irritated. He probably got some irritating news.



3 Katie won an online competition! This is so exciting! No wonder she was so excited yesterday.

4 Celine looks very disappointed. I guess her present was disappointing.

4 Work with a classmate. Discuss how you feel about the following elements. Open answers.

I love listening to pop music.

It's so exciting!

1 emojis
2 street art
3 museums
4 reality TV shows
5 video games
6 physical exercises
7 horror movies
8 pop music

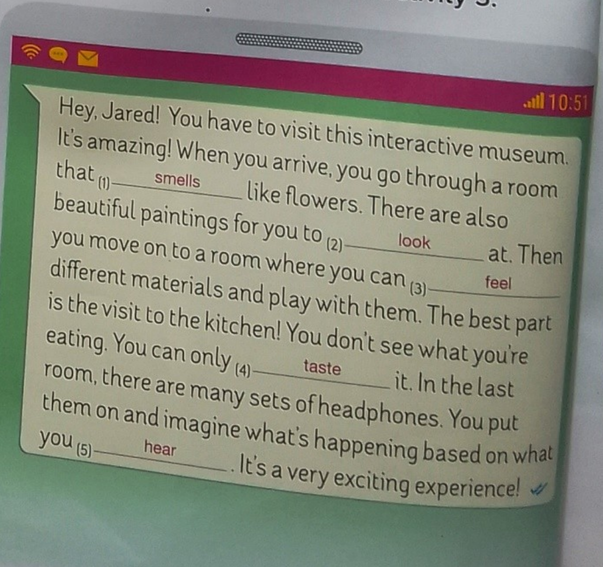
5 Circle the verbs that refer to the five senses.

1 I heard a very strange noise last night. I couldn't sleep after that.
2 This teddy bear feels so soft! It was a present from Gabe.
3 I could smell the food from my room. My grandpa cooks really well!
4 You look beautiful! Let's take a selfie!
5 This sandwich doesn't taste good. I can't eat it.
6 This song sounds familiar. Is it the one from that movie I like?

6 Which verbs from activity 5 do you associate with these body parts?

1 eyes look
2 hands feel
3 nose smell
4 mouth taste
5 ears hear/sound

7 Complete the description about an interactive museum with the verbs from activity 5.



Hey, Jared! You have to visit this interactive museum. It's amazing! When you arrive, you go through a room that (1) smells like flowers. There are also beautiful paintings for you to (2) look at. Then you move on to a room where you can (3) feel different materials and play with them. The best part is the visit to the kitchen! You don't see what you're eating. You can only (4) taste it. In the last room, there are many sets of headphones. You put them on and imagine what's happening based on what you (5) hear. It's a very exciting experience!

LISTENING AND SPEAKING

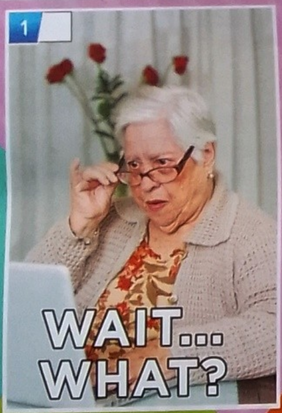
1 Can you imagine making a presentation about memes? Why do you think your teacher would ask you to do that? Open answers.

2 10 Listen to the presentation and circle the adjectives Jonathan uses to express his opinion about memes.

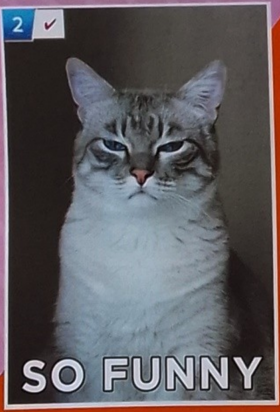
- [✓ a] funny
- [✓ b] interesting
- c annoying
- [✓ d] informal
- e disappointing
- f boring

3 11 Listen again and check the memes that Jonathan describes.

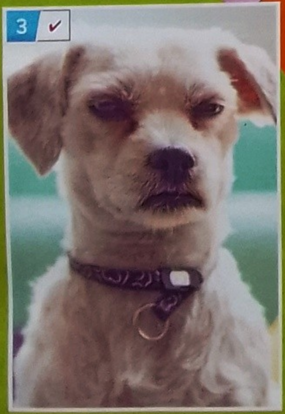
1 ☐



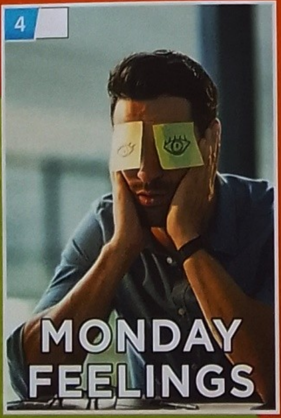
2 ☑



3 ☑



4 ☐



4 Do you agree with Jonathan's opinions about memes? Why? Open answers.

Pronunciation

5 12 Listen to the words below. Are they pronounced the same or differently? Differently.

feel fill

6 13 Listen to the words and write L if the underlined sound is long or S if it is short.

1 S chip
2 L cheap
3 S live
4 L leave
5 S sit
6 L seat

7 14 Listen again and practice saying the words.

8 Choose three memes that you like and describe the message that each one conveys. Open answers.

9 Describe your favorite meme to your classmates to see if they can guess which one it is. Use the expressions in the box to help you. Open answers.

"MY FAVORITE MEME IS/HAS/SHOWS...
IT IS USED WHEN YOU WANT TO..."

10 Make an audio recording of your description and share it with a classmate.

READING

Before Reading

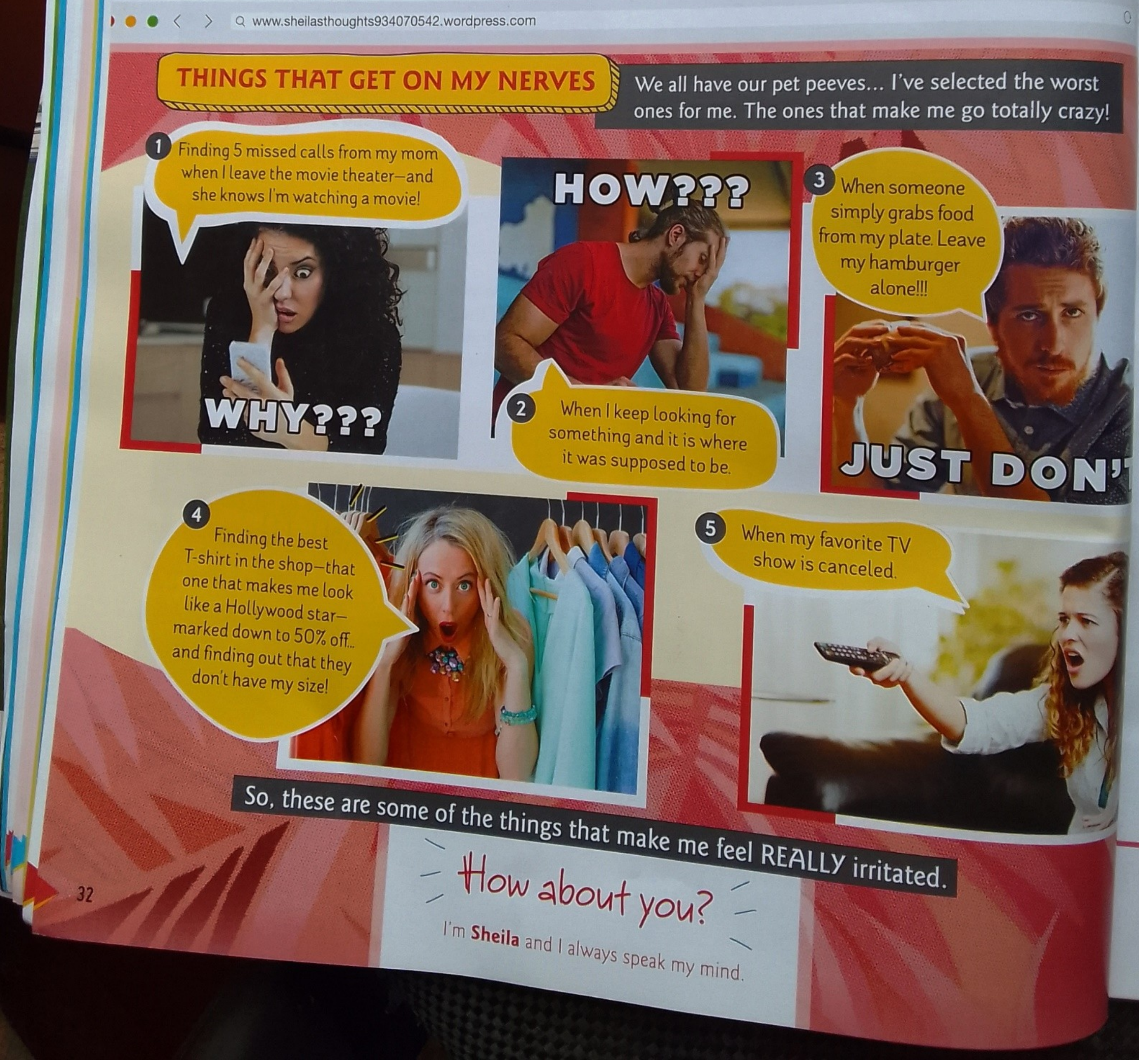
1 List 5 things that make you feel really irritated. Open answers.

1 ______
2 ______
3 ______
4 ______
5 ______

2 Look at the text in activity 3. Where can we find this type of text?

a ☐ In a newspaper.
b ☐ In a textbook.
c ☑ On a blog.
d ☐ In a manual.

3 Analyze the images. What do you think the text is about? Open answers.



www.sheilasthoughts934070542.wordpress.com

THINGS THAT GET ON MY NERVES

We all have our pet peeves… I've selected the worst ones for me. The ones that make me go totally crazy!

1 Finding 5 missed calls from my mom when I leave the movie theater—and she knows I'm watching a movie!

2 When I keep looking for something and it is where it was supposed to be.

3 When someone simply grabs food from my plate. Leave my hamburger alone!!!

4 Finding the best T-shirt in the shop—that one that makes me look like a Hollywood star—marked down to 50% off… and finding out that they don't have my size!

5 When my favorite TV show is canceled.

So, these are some of the things that make me feel REALLY irritated.

How about you?

I'm **Sheila** and I always speak my mind.

While Reading

4 Whose blog is it? Sheila's.

5 How old do you think the author of the blog is? Why? Open answers.

6 Read the text and find evidence of the following statements.

1 Sheila's mother is impatient.
Finding 5 missed calls from my mom...

2 Sheila likes fashion.
Finding the best T-shirt in the shop...

3 She likes junk food.
Leave my hamburger alone!!!

4 She likes watching TV.
When my favorite TV show is canceled.

5 She is inattentive sometimes.
When I keep looking for something...

7 Check the best options to complete the sentences in the memes.

1 Why...
- a ☐ is my battery dead?
- b ☑ is my mom calling me?
- c ☐ do I have 30 text messages?

2 Just don't...
- a ☐ look at me!
- b ☐ talk to me!
- c ☑ touch my food!

3 How...
- a ☑ didn't I see it before?
- b ☐ can I have so much stuff?
- c ☐ can my room be so messy?

8 Write sentences to turn images 4 and 5 into memes. Open answers.

4

5

Buzzwords

"*We all have our **pet peeves**.*"
What does "pet peeve" mean? Look it up!

Something that especially annoys you.

9 How would you react to these pet peeves? Which one is the most annoying to you? Open answers.

1

You are taking a shower and your phone rings.

2

Your pet doesn't let you sleep or study.

3

Your friend is late.

After Reading

10 Do you think Sheila exaggerates in her reactions? Why? Open answers.

Workbook p. 38

LANGUAGE 2

1 **Read the sentences below and check the ones you agree with.** Open answers.

1 ☐ Images are **more effective than** words.
2 ☐ Books can be **as cool as** movies.
3 ☐ Using emojis is **the coolest** way to express feelings.
4 ☐ Graffiti is **not** beautiful **enough** to be considered art.
5 ☐ Talk shows are **the most annoying** thing on television.
6 ☐ Memes are **funnier than** GIFs.

2 **Answer the questions about the sentences in activity 1.**

1 Which sentences compare **two** elements?
1, 2, 6

2 Which sentences compare **one** element with **two or more** elements?
3, 5

3 What is the difference between the adjectives in sentences 1 and 6?
In sentence 1, it is necessary to use "more" before the adjective.
In sentence 6, the adjective is changed with *-er*.

4 What is the difference between the adjectives in sentences 3 and 5?
In sentence 3, the adjective is changed with *-est*.
In sentence 5, it is necessary to use "the most" before the adjective.

5 In sentence 2, what structure expresses the idea that books and movies have a similar characteristic?
"as cool as"

Comparatives and Superlatives

Comparative adjectives are used to compare two elements. If an adjective has one or two syllables, we add **-er** to it. If it has three or more syllables, we add **more** before it.

Sophia is **older** than her sisters.

Phillip is **more talkative** than Lara.

Superlative adjectives are used to compare one element with two or more elements. If an adjective has one or two syllables, we add **-est** to it. If it has three or more syllables, we add **the most** before it.

Sophia is **the oldest** child in her family.

Phillip is **the most talkative** boy in the classroom.

Snack Learning

Your heart is **as big as** your fist.
Pluto is **not big enough** to be considered a planet.
An adult elephant is **too big** to enter a dog house.

3 **Match the two parts of the sentences.**

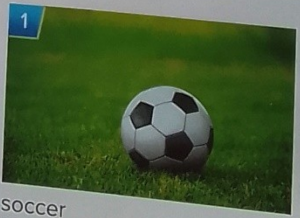
1 Salvador Dali's paintings are more...
2 Eduardo Kobra's work is the most...
3 Modern sculptures aren't as...
4 Some emojis are easier to understand...
5 Classical music is too...
6 I think mime artists are the...

a 2 original in the world.
b 4 than written sentences.
c 5 monotonous to interest me.
d 1 exciting than Van Gogh's.
e 6 quietest professionals in the world.
f 3 interesting as ancient ones.

4 **In your notebook, rewrite the sentences in activity 3 according to your opinion.** Open answers.

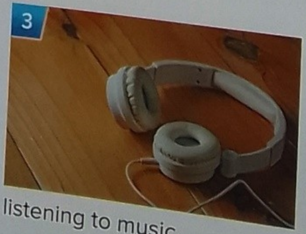
5 **In your notebook, write sentences comparing the activities in the images. Use some of the adjectives in the box.** Open answers.

amazing cool exciting
funny interesting irritating
nice relaxing tiring

1

soccer

2

swimming

3

listening to music

4

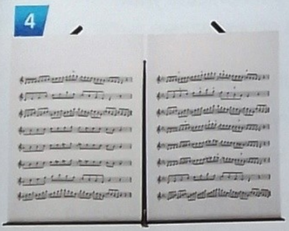
dancing

6 Label the art forms.

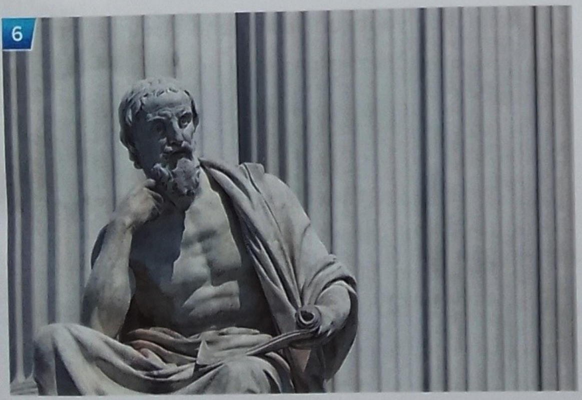
1 painting

2 theater

3 literature/poetry


4 music

TICKET
TICKET
PROD.NO.
SCENE
TAKE
SOUND
5 cinema


6 sculpture

7 15 **Sarah and Igor are talking about their art homework. Listen to their conversation and complete the sentences.**

1 Sarah thinks music and theater are more interesting than painting.
2 Igor thinks painting is the best.
3 For Sarah, painting is as complex as poetry.

Snack Learning

good – better (than) – the best
bad – worse (than) – the worst
far – farther/further (than) – the farthest/furthest
big – bigger (than) – the biggest

8 **Answer the questions with information about yourself. Write complete sentences.** Open answers.

1 What is the best book you know?
2 What is the worst movie you know?
3 What is the furthest place you know?
4 What is the most interesting subject at school?
5 What is the biggest city you know?

9 **Interview a classmate using the questions from activity 8 and take notes of his/her answers.**
Open answers.

1 ______
2 ______
3 ______
4 ______
5 ______

10 **Compare different types of art using the prompts below.** Open answers.

1 ______ is more ______.
2 ______ the most ______.
3 ______ as ______ as ______.
4 ______ than ______.
5 ______ enough ______.

Workbook p. 38

WRITING

A Blog Post about Something that Makes You Feel Happy

Before Writing

1 Plan your blog post.

1 Think of 5 things that make you feel happy.
2 What memes can you use to illustrate your post?
3 Think of an introduction and a conclusion to your post.

Drafting

2 Write a draft of your post.

3 Share your post with a classmate and ask for his/her opinion. Make adjustments if necessary.

Final Writing

4 Write a final version of your blog post. Then share it with a classmate.

INVESTIGATE

easy difficult impossible

It is __________ to communicate using only nonverbal language.

Collect Data

- Choose some moments of the day to use only nonverbal language to communicate with your friends and family.
- Think about what forms of nonverbal communication you can use (miming, drawing, emojis etc.).
- Keep a record of what was easy, difficult and impossible to communicate. Make a journal or a photojournal of your experience.

Analyze the Data

- What ideas did you express using nonverbal language?
- What type of nonverbal language did you use?
- Which method was the most effective?
- What aspect of verbal communication did you miss the most?
- How many people did you communicate with?
- How did they react?

Draw a Conclusion

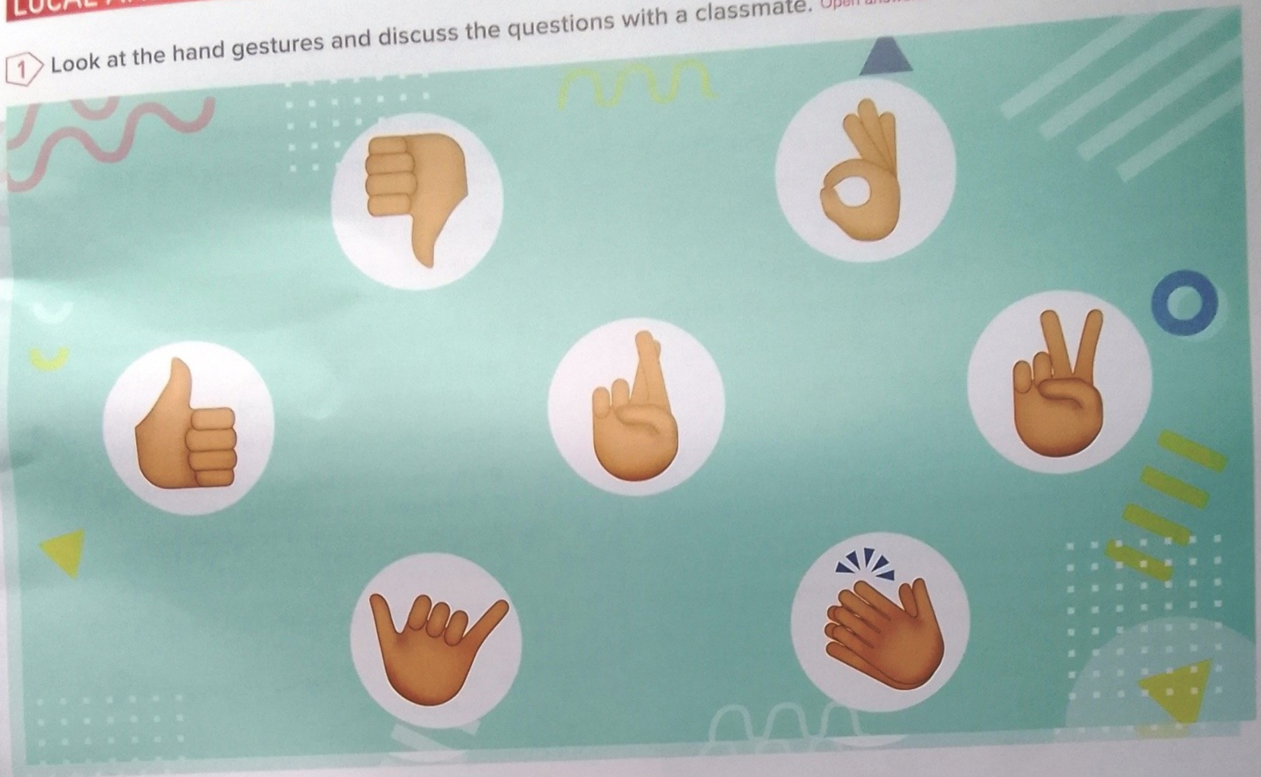
It is __________ to communicate using only nonverbal language.

1 **Reflect on your conclusion and discuss.**
Open answers.

1 What are the challenges for people who can't speak?
2 What are the challenges for people who can't read?
3 What are the challenges for people who can't write?
4 How much can we express without words?
5 Is there any disadvantage to verbal communication?

LOCAL AND GLOBAL

1 Look at the hand gestures and discuss the questions with a classmate. Open answers.



1 Do all these gestures mean something in your country?
2 What messages do they convey?

2 **Research and take notes of your findings.**

1 Look for the meaning of the hand gestures in activity 1 in other countries.
2 Look for other hand gestures that mean different things in different countries.

3 **According to your research, which hand gestures are better to avoid when interacting with different cultures?**
Open answers.

IMAGINE

Imagine using only emojis to communicate.

👍 ❤ 😀 😮 😕 😡

1 **Research into the concept. Bring your research to be discussed in class.**

2 **Read the blog post. Then discuss the questions with a classmate.** Open answers.

1 Was your experience of communicating only in nonverbal language in the **Investigate** section similar to the author's?
2 What did you miss the most?

RTV

Workbook 2

1 Check the examples of nonverbal communication.

a ☐ e-mails
b ☑ miming
c ☑ facial expressions
d ☑ sculptures
e ☐ phone calls
f ☑ emojis
g ☐ songs with lyrics
h ☑ paintings

2 Answer the questions. Open answers.

1 Which of the examples of nonverbal communication in activity 1 do you like the most?

___

2 Why is it more interesting than the others?

___

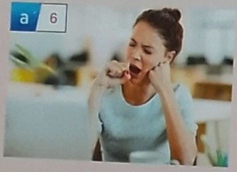
3 Is it more effective than the others? Why?

___

3 Choose the best adjective to describe each image. Then explain why the people in the images are feeling like this.

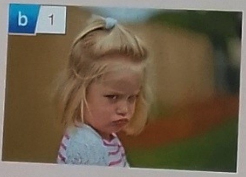
1 annoyed
2 bored
3 excited
4 interested
5 shocked
6 tired

a 6



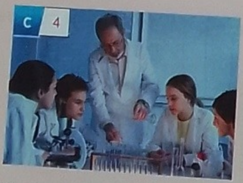
She is tired because open answers.

b 1



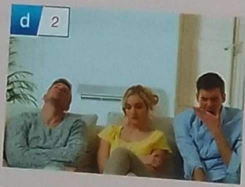
She is annoyed because open answers.

c 4



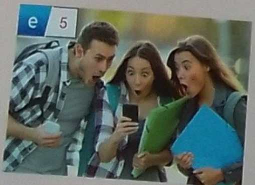
They are interested because open answers.

d 2



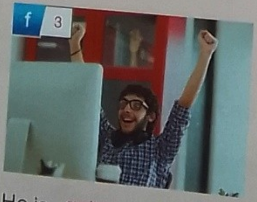
They are bored because open answers.

e 5



They are shocked because open answers.

f 3



He is excited because open answers.

4 Circle the correct options.

1 **A:** How was the concert yesterday?
B: It was very [✓ **boring**]/ **bored**. I almost fell asleep.

2 **A:** Did you know that Carl was at Bia's party yesterday?
B: Really? I thought he was in Germany!
A: Me too! I was really **surprising** / [✓ **surprised**] to see him there.

3 **A:** Have you had an [✓ **interesting**]/ **interested** day?
B: Not exactly. I have three tests next week, so I spent the day studying.

4 **A:** Can you help me with this Math activity?
B: I'm sorry. This activity is too [✓ **confusing**]/ **confused**. I also need help!

5 My neighbors make a very [✓ **irritating**]/ **irritated** noise every morning! It always wakes me up.

6 **A:** Did you tell everybody that the party was canceled?
B: Yes, I did. Sally was very **disappointing** / [✓ **disappointed**].

5 Complete the journal entry with the verbs from the box in the correct form.

feel hear see smell taste

Today we had a class about blind people and we were blindfolded to understand how they experience the world. I couldn't (1) see anything with that cloth covering my eyes; it was a great experience. The first thing we did was to drink something. It (2) tasted like orange juice. Then we went for a walk with a friend guiding us. I noticed that we were outside when I (3) felt the sun on my skin and I could (4) hear the sound of the cars on the street. I could also (5) smell the flowers from the garden in front of the school. I'd never noticed their scent before!

6 **Use the adjectives in the first box to compare the elements in the second box. Follow the example.**
Open answers.

bad boring exciting fast interesting ~~large~~

a cheetah
a rhino
Alice in Wonderland
~~Brazil~~
paintings
~~Peru~~
skiing
soap operas
street art
swimming
talk shows
The Avengers

1 Brazil is larger than Peru.
2 ___
3 ___
4 ___
5 ___
6 ___

7 **Complete the sentences with the superlative form of the adjectives in parentheses.**

1 My best friend creates the funniest (funny) memes.
2 The farthest/furthest (far) place I've been to is located in another continent.
3 My biggest (big) pet peeve is when people do not reply to my messages.
4 The worst (bad) movie I've seen is a comedy.
5 The happiest (happy) day of my life was when my little sister was born.
6 Rock is the best (good) type of music.

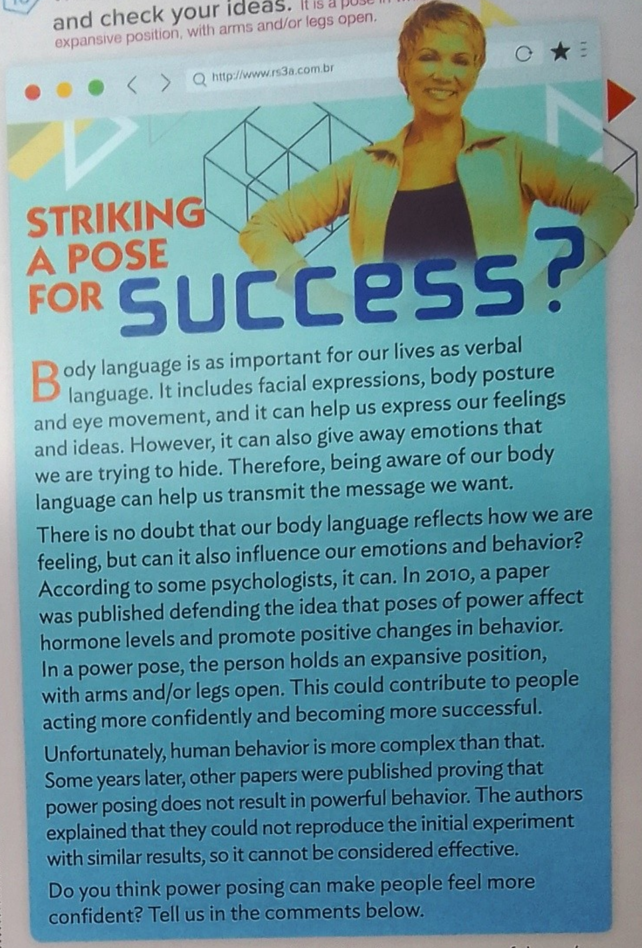
8 **Rewrite the sentences in activity 7 so that they are true for you.** Open answers.

1 ___
2 ___
3 ___
4 ___
5 ___
6 ___

9 **Answer the questions with information about you.** Open answers.

1 Are you as old as your best friend?
___
2 Is your couch comfortable enough for you?
___

10 **What's a "power pose"? Read the online article and check your ideas.** It is a pose in which the person holds an expansive position, with arms and/or legs open.



STRIKING A POSE FOR SUCCESS?

Body language is as important for our lives as verbal language. It includes facial expressions, body posture and eye movement, and it can help us express our feelings and ideas. However, it can also give away emotions that we are trying to hide. Therefore, being aware of our body language can help us transmit the message we want.

There is no doubt that our body language reflects how we are feeling, but can it also influence our emotions and behavior? According to some psychologists, it can. In 2010, a paper was published defending the idea that poses of power affect hormone levels and promote positive changes in behavior. In a power pose, the person holds an expansive position, with arms and/or legs open. This could contribute to people acting more confidently and becoming more successful.

Unfortunately, human behavior is more complex than that. Some years later, other papers were published proving that power posing does not result in powerful behavior. The authors explained that they could not reproduce the initial experiment with similar results, so it cannot be considered effective.

Do you think power posing can make people feel more confident? Tell us in the comments below.

Based on <https://time.com/4949675/power-poses-confidence/>.
Accessed on July 24, 2019.

11 **Read the online article again and answer the questions.**

1 What can body language help us do?
It can help us express our feelings and emotions.
2 What is the disadvantage of body language showing our feelings?
It can give away emotions we are trying to hide.
3 According to some psychologists, what can power posing do?
It can affect hormone levels and promote positive changes in behavior.
4 Why do other psychologists say power posing is not effective?
Because they could not reproduce the initial experiment with similar results.

12 **Do you think power posing could make people feel more confident? Why?**
Open answers.

Extension

Video Truths about Common Illnesses

1 Can you really catch a cold from being cold? Write your answer and justify it. Then watch the video to check.

According to the video, you cannot catch a cold from being cold, only when sneezing or being in contact with people who are ill.

2 Answer the questions about the video.

1 What is Javid, Helen and Phil's occupation?

They are doctors.

2 According to Phil, how do people catch a cold?

He says it is caught from a virus.

3 Try to remember the information about the experiments Javid and Helen do in the video and take notes in the chart. Then watch the video again and complete it.

	Javid	Helen
Question	Can you really catch a cold from being cold?	How far from a sneeze can you catch a disease?
Experiment	Go to the top of a mountain with 30 people and take their coats off for 15 minutes.	Measure Sally's sneeze on a bus.
Result	No one caught a cold from being cold.	5.5 meters (5 rows)

4 List other important ways to stay healthy that are not mentioned in the video.

Open answers.

5 Project Time! Follow your teacher's instructions and do as proposed.

CLIL Why Do Artists Paint Cities? (Art)

1 **Match each city to its emblematic monument.**

1 Mexico City
2 Paris
3 New York City
4 Rome
5 Tokyo
6 Dubai
7 Venice
8 Barcelona
9 Rio de Janeiro
10 Buenos Aires

a 8 Sagrada Familia
b 5 Imperial Palace
c 2 Eiffel Tower
d 7 Rialto Bridge
e 9 Christ the Redeemer
f 1 Chapultepec Castle
g 6 Burj Khalifa
h 4 Colosseum
i 10 Floralis Genérica
j 3 Statue of Liberty

The soul of the cities

The artists of all times have tried to immortalize the great works that arise from the imagination of the creators of human **settlements** that later became cities.

As **tributes** to the soul of the cities, realistic urban landscapes are paintings that show the profiles and **emblematic** elements of metropolises. They simplify the sceneries where the daily lives of their inhabitants take place, so that future generations know their **magnificence** or **singularity** and testify to their **evolution** through the years.

The handling of light, shade, perspective and volume belong to the painter's zone of freedom, although they must remain faithful to the true aspect of the urban landscape to be represented, so that it can be considered realistic.

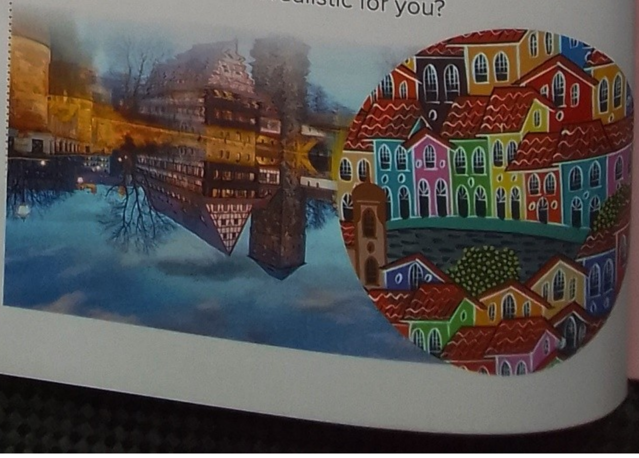
2 **Complete the definitions with the words in bo from the text.**

1 Magnificence is the quality of deserving admiration.
2 Acts that express respect and admiration are tributes.
3 Evolution is an ongoing process of change
4 A synonym of "symbolic" is emblematic.
5 A human settlement is a small community of people.
6 Singularity is synonymous with "uniqueness", "remarkableness" or "peculiarity".

3 **Tweet it! Summarize the text in 280 characters or less. Remember that every letter, punctuation mark or space counts as a character!** Open answers

4 **In groups of three, look at the images below and discuss.** Open answers.

1 Can you consider these pictures urban landscapes? Why?
2 What are some similarities and differences between these two paintings?
3 Which one is the most realistic?
4 What makes it realistic for you?



5 Use the verbs from the box in the right tense to complete Samantha's letter.

be check convince gasp ~~happen~~ have
hear paint (2x) plan see work

Dear Marcelo,

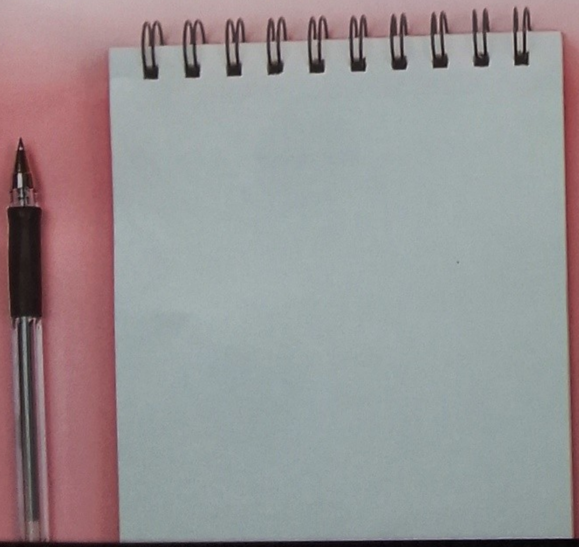
The strangest thing (1) happened today in my painting class. We (2) were painting a realistic urban landscape when I (3) heard that Arturo (4) was gasping behind me. I turned around and (5) saw he (6) was painting the exact continuation of the scene I (7) had on my canvas. How weird is that?!

Later on, when my teacher (8) was checking our progress, he could not believe that we (9) were working independently and that it was just a coincidence. Arturo and I (10) were planning to display our paintings together but we (11) were unable to (12) convince our teacher. Can you believe that?!

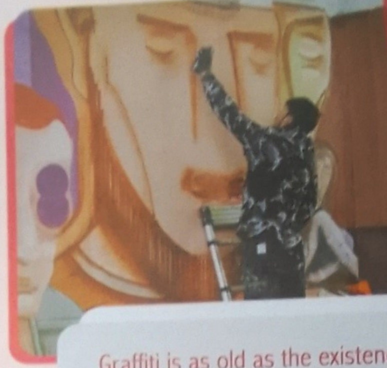
So, how are you?

Love,
Samantha

6 Who's your best friend? How did you meet? What were you doing? Write the story of how you met your best friend in the space below. Then share it with the class. Open answers.



7 Read the text and discuss it as a group.



Graffiti is as old as the existence of human beings on this planet. It means painting on walls and it became more prominent during the 1960s. Along with other cultural expressions such as performing arts and sculpture, it is part of what is known as urban or street art.

Brazil is gaining worldwide fame as the birthplace of great urban pictorial artists, although there is controversy about the artistic value of many of their pieces and their contribution to ongoing efforts to beautify Brazilian cities.

DRAW A LANDSCAPE GRAFFITI ON THE EDGE OF THE PAGE

3

FOOD TALK

OBJECTIVES

- Talk about food shopping preferences and possibilities.
- Describe quantities of food and food containers.
- Negotiate the organization of a party.
- Analyze tweets about a TV show.
- Write tweets about eating habits.
- Reflect upon the origin and the quality of food.
- Express your opinion about different dishes.

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 37).

Read the questions and discuss.

1 Do you know where the food you eat comes from?
2 Where do you and your family usually buy food?
3 Do a lot of people in your city produce their own food?
4 Are people eating more healthy food today?

Richmond

FIRST MOVE

1

convenience store

2

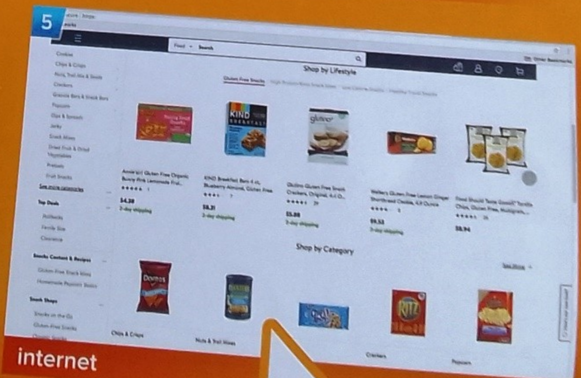
street market

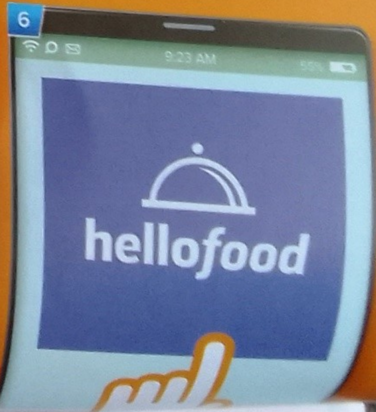
3

supermarket

4

vending machine

5

internet

6

9:23 AM
hellofood
app

FIRST MOVE

1 **Where do you and your family usually buy food? Look at the images and captions on page 46 to complete the sentences.** Open answers.

1 My family and I usually go to/use the _________ to buy food.
2 My family and I sometimes go to/use the _________ to buy food.
3 My family and I never go to/use the _________ to buy food.

2 **Watch a video about a tourist and her latest experience buying food. Where did she go? Check the best option.**

- a ☐ She went to a convenience store.
- b ☐ She went to a street market.
- c ☐ She went to a vending machine.
- d ☑ She went to a supermarket.

3 **Watch the video again and check the sections she visited.**

- a ☐ meat
- b ☑ frozen food
- c ☑ fruit and vegetables
- d ☐ canned food
- e ☑ bakery
- f ☐ dairy

4 **What question was she trying to answer when she went food shopping?**

What kind of things can you buy in a Norwegian supermarket for one euro?

____

5 **Talk to a classmate.** Open answers.

1 Which supermarket section do you like the most? Why?
2 In which of the places on page 46 can you find better prices for food? Why?
3 Considering all the variables (price, quality, variety, easy access etc.), which of these places do you consider the best to buy food? Why?

React!

6 **Read some posts about the video and leave a comment.**
Open answers.

@johnyfoodie Frozen sliced potatoes??? Talk about convenience! What happened to REAL food?
15 min

@Chen_yung I just love one-euro deals! Every supermarket should have them!
18 min

@johansen Yep, dairy products are crazy expensive in Norway!
45 min

@marisa She should come to my country to try this out! She would be able to buy A LOT of things with one euro.
57 min

____

____

POST

I Wonder

7 **Write a question about supermarkets in other countries. Then look for the answer.** Open answers.

____

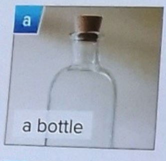
____

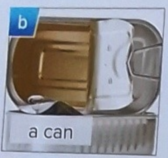
♥ 99 Great! 99 Interact

LANGUAGE 1

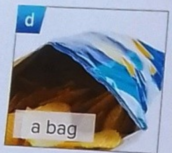
1 Match the food items to the corresponding containers.

1 b baked beans
2 c cereals
3 d chips
4 c/d chocolates
5 f eggs
6 e honey
7 e jam
8 f milk
9 a olive oil
10 d popcorn
11 b tuna
12 a water


a
a bottle


b
a can

c
a box


d
a bag

e
a jar

f
a carton

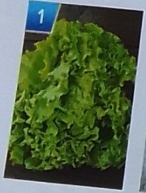
2 Use the captions from activity 1 to complete the grocery list below.

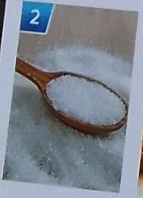
Grocery list

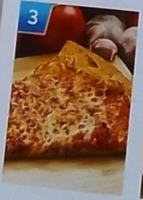
- (1) a bottle of ketchup
- (2) a can of sweet corn
- (3) a box/bag of donuts
- (4) a bag/box of rice
- (5) a jar of peanut butter
- (6) a carton/bottle of orange juice

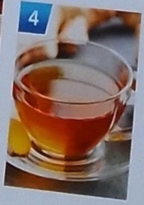
3 Use the quantities in the box to describe the images.

a cup of a head of a slice of a spoonful of


1


2


3


4

1 My mom bought a head of lettuce in the supermarket yesterday.
2 You just need to add a spoonful of sugar to finish this recipe.
3 I will have a slice of pizza, please.
4 Joan drinks a cup of tea every morning.

Snack Learning

100 – a/one hundred
200 – two hundred
300 – three hundred
405 – four hundred five
513 – five hundred thirteen
1000 – a/one thousand

4 Write the numbers in full.

a 166 a/one hundred sixty-six
b 235 two hundred thirty-five
c 333 three hundred thirty-three
d 687 six hundred eighty-seven
e 972 nine hundred seventy-two

5 Write the numbers in full to complete the recipe.

Orange Soy Sauce Marinated Chicken

In a bowl, mix together (1) eight hundred thirty (830) milliliters of fresh orange juice, (2) seven hundred twenty (720) milliliters of soy sauce, (3) three hundred seventy (370) milliliters of olive oil, (4) a/one hundred twenty-eight (128) grams of ground ginger and two cloves of minced garlic. Place (5) a/one thousand (1000) grams of boneless chicken breast filets in the bowl. Cover and refrigerate for at least (6) two hundred forty (240) minutes. Meanwhile, preheat the oven to (7) two hundred fifty-five (255) degrees Celsius. Place the chicken on a baking dish and take it to the oven, turning it from time to time, for about (8) a/one hundred ten (110) minutes.

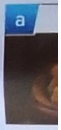
6 Discuss the questions with a classmate. Open answ

1 Can you cook?
2 What would you like to learn how to cook?
3 What food do you prefer to eat at home?
4 What food do you prefer to eat in a restaurant?

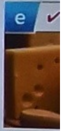
LISTEN

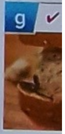
1 What
parti
Open a

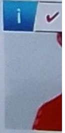
2 17
party


a

c ✓


e ✓


g ✓


i ✓

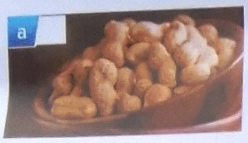
3 18 L

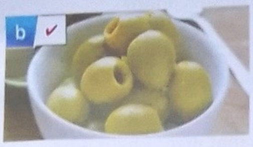
1 Ho
Five
2 Wh
an
They
3 Ho
Four
cran
4 Wh
Tuna
5 Wha
After
6 Doe
Yes, i

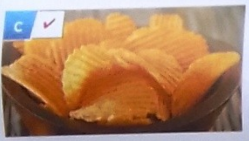
LISTENING AND SPEAKING

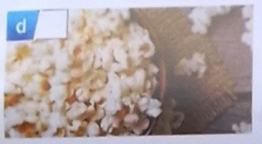
1 What food and drinks do you usually have at parties you go to? And when you are the host?
Open answers.

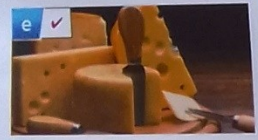
2 17 Listen to Josh and Kristen organizing a party and check the food items from their menu.

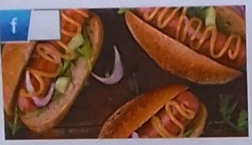
a ☐


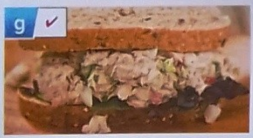
b ☑


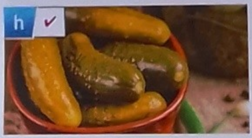
c ☑


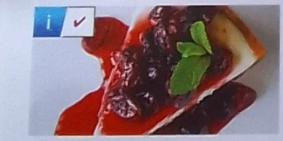
d ☐


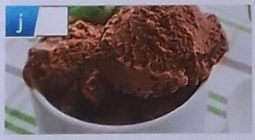
e ☑


f ☐


g ☑


h ☑


i ☑


j ☐


3 18 Listen again and answer the questions.

1 How many people are going to be at the party?
Five (Josh, Kristen, Maya, Frank and Lindsay).

2 What is the relationship between Josh and Kristen and the other guests?
They are friends.

3 How much juice did Kristen buy?
Four cartons (three cartons of orange juice and one carton of cranberry juice).

4 What food is Maya going to prepare?
Tuna sandwiches.

5 What time are Frank and Lindsay going to arrive?
After 6:00 p.m.

6 Does Josh like cheesecake?
Yes, it's his favorite dessert.

Buzzwords

Exhausted, extremely tired.

*"I am **beat** after all this work."*
What does "beat" mean? Look it up!

4 Discuss with a classmate. Open answers.

1 Do Josh and Kristen plan to offer what you usually offer when you throw parties?

2 Do you think Josh and Kristen are good party organizers? Why?

3 In your opinion, did they prepare an interesting menu? What would you change?

Pronunciation

5 19 How do you pronounce "of" and "off" in English? Listen and practice.

"We already have a jar **of** olives, some cheese and a lot **of** pickles for the appetizers."

"Maya said she is going to take **off** after class."

6 Think of what you have learned and circle the correct options.

1 In "a jar **of** olives", the *f* sound in "of" sounds like /f/ / [✓ /v/].

2 In "a lot **of** pickles", the *f* sound in "of" **is** / [✓ **isn't**] pronounced.

3 It is possible to link the *f* sound in "of" to the next word if it starts with a [✓ **vowel**] / **consonant**.

4 In "take **off**", the *f* sound in "off" sounds like [✓ /f/] / /v/.

5 The words "of" and "off" are pronounced **the same** / [✓ **differently**].

7 Discuss with a classmate: what is the difference in the pronunciation of "of" and "off"?
In "off", the sound *f* is pronounced, whereas in "of" the sound *f* is pronounced as /v/ if it comes before a vowel or is not pronounced at all if it comes before a consonant.

8 Organize a party with your classmates. Decide on:

- the guests;
- the date;
- the menu;
- the amount of food and drinks;
- who is responsible for what.

9 Record your party plans and share it with the whole class.

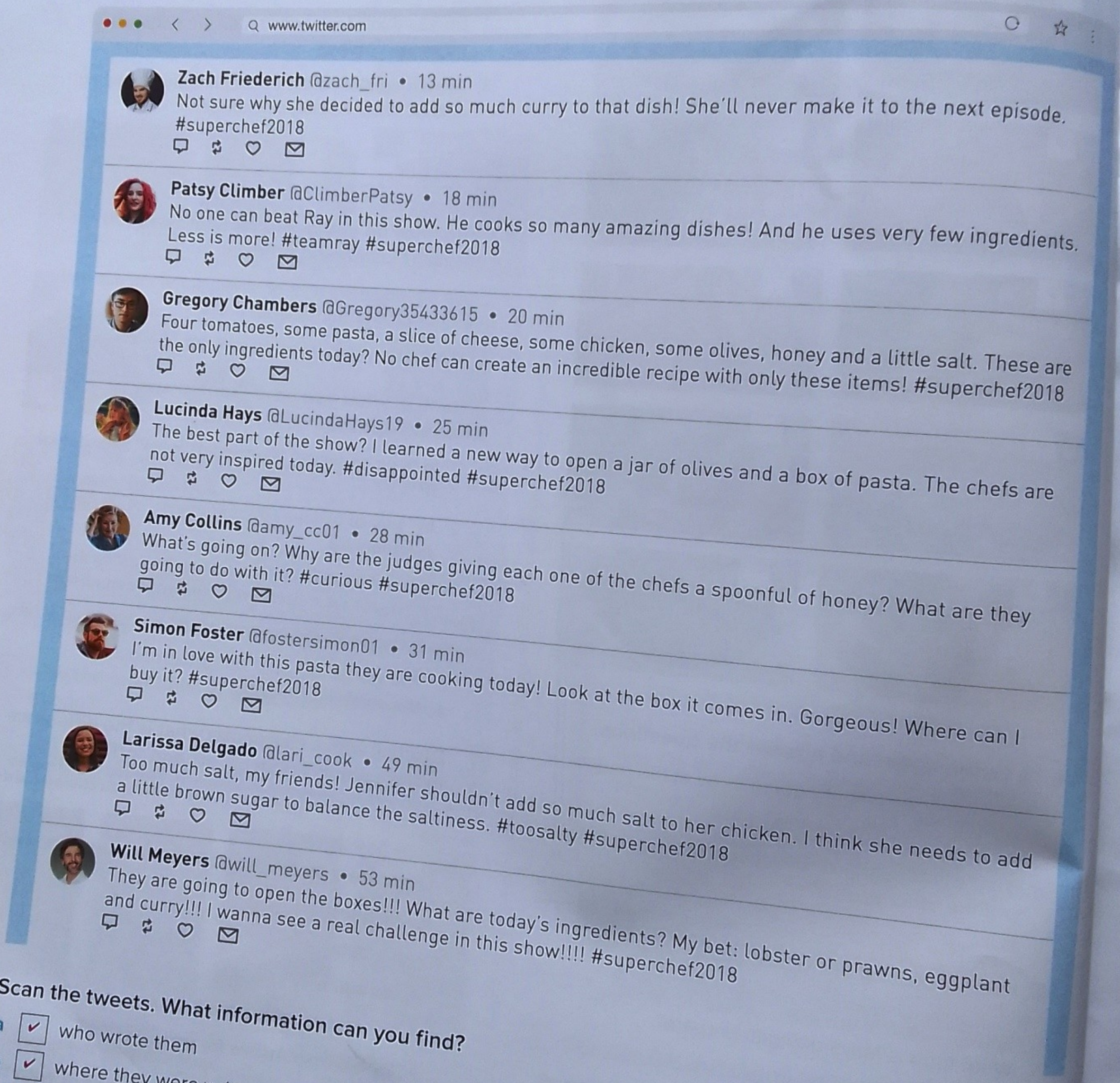
READING

Before Reading

1 Look at the text and answer.

1 Where do you find this type of text? On Twitter or similar websites/apps.

2 Do you use formal or informal language in this type of communication? Informal.



Zach Friederich @zach_fri • 13 min
Not sure why she decided to add so much curry to that dish! She'll never make it to the next episode. #superchef2018

Patsy Climber @ClimberPatsy • 18 min
No one can beat Ray in this show. He cooks so many amazing dishes! And he uses very few ingredients. Less is more! #teamray #superchef2018

Gregory Chambers @Gregory35433615 • 20 min
Four tomatoes, some pasta, a slice of cheese, some chicken, some olives, honey and a little salt. These are the only ingredients today? No chef can create an incredible recipe with only these items! #superchef2018

Lucinda Hays @LucindaHays19 • 25 min
The best part of the show? I learned a new way to open a jar of olives and a box of pasta. The chefs are not very inspired today. #disappointed #superchef2018

Amy Collins @amy_cc01 • 28 min
What's going on? Why are the judges giving each one of the chefs a spoonful of honey? What are they going to do with it? #curious #superchef2018

Simon Foster @fostersimon01 • 31 min
I'm in love with this pasta they are cooking today! Look at the box it comes in. Gorgeous! Where can I buy it? #superchef2018

Larissa Delgado @lari_cook • 49 min
Too much salt, my friends! Jennifer shouldn't add so much salt to her chicken. I think she needs to add a little brown sugar to balance the saltiness. #toosalty #superchef2018

Will Meyers @will_meyers • 53 min
They are going to open the boxes!!! What are today's ingredients? My bet: lobster or prawns, eggplant and curry!!! I wanna see a real challenge in this show!!!! #superchef2018

2 Scan the tweets. What information can you find?

a ☑ who wrote them
b ☑ where they were written
c ☑ when they were written
d ☐ the authors' e-mail address
e ☑ the authors' usernames

While Reading

3 Read the tweets on page 50 and correct the statements below.

1 The tweets are about a rehearsed TV show.
The tweets are about a cooking competition on TV.

2 Everyone has the same opinion about the participants.
People have different opinions about the participants.

3 The pasta comes in a beautiful jar.
The pasta comes in a beautiful box.

4 The participants are preparing a dish with rice.
The participants are preparing a dish with pasta/chicken.

4 What do the tweets say about the ingredients below?

Zack says that one competitor added too much curry to her dish. Will guesses curry is one of the ingredients in the box.

Will thinks prawns are among the ingredients in the box.

Lucinda says she learned how to open a jar of olives in today's show.

The judges gave each chef a spoonful of honey.

5 Read the tweets again to complete the sentences.

1 Amy doesn't understand why the participants received honey as an ingredient.

2 Will tries to guess the surprise ingredients of today's show.

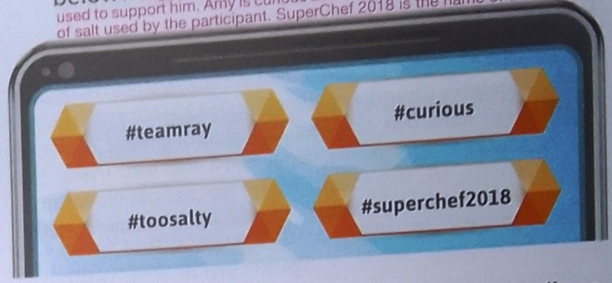
3 Lucinda is very disappointed and makes a sarcastic comment/tweet about the show.

4 Larissa makes a suggestion of what to do if the food is salty.

5 Patsy doesn't really like it when people use many ingredients.

6 Gregory thinks that it is very difficult to cook a good dish with today's ingredients.

6 Why do you think they used the hashtags below? Suggested answers: Ray is a participant of the show and the hashtag is used to support him. Amy is curious about the honey. Larissa is criticizing the amount of salt used by the participant. SuperChef 2018 is the name of the show.



7 How would you describe each person's feelings based on their tweets? Use the adjectives in the box and justify your choice. Follow the example.
Suggested answers.

~~confused~~ curious disappointed excited
intrigued irritated surprised worried

1 Zach is confused because he doesn't understand the chef's decision.
2 Patsy is excited with the amazing dishes Ray can make with very few ingredients.
3 Gregory is worried no one will do well with the ingredients available.
4 Lucinda is disappointed with the chefs' lack of inspiration.
5 Amy is curious about the spoonful of honey given to the chefs.
6 Simon is surprised with the beauty of the box of pasta.
7 Larissa is irritated with the amount of salt used by Jennifer.
8 Will is intrigued by the surprise ingredients.

8 Suggest hashtags for these people's tweets.
Open answers.

1 Zach
2 Gregory
3 Simon
4 Will

9 Work with a classmate and explain the hashtags you wrote in activity 8. Open answers.

After Reading

10 Do you think this is a good episode of the show? Would you like to watch it? Open answers.

11 Are there similar shows in your country? Do you usually watch them? Open answers.

12 In your opinion, is watching cooking shows a good way to learn how to cook? Why? Open answers.

Workbook p. 56

LANGUAGE 2

1 Read the tweet and circle the correct options.

Gregory Chambers @Gregory35433615 • 20 min
Four **tomatoes**, some **pasta**, a slice of **cheese**, some **chicken**, some **olives**, honey and a little **salt**. These are the only ingredients today? No chef can create an incredible recipe with only these items! #superchef2018

1 It is possible to count the exact amount of [✓ **tomatoes**] / **pasta**.

2 It is not possible to count the exact amount of **olives** / [✓ **salt**]

Countable and Uncountable Nouns

Nouns can be classified as countable or uncountable.

Countable nouns can be counted using numbers. They also have a singular and a plural form and can be preceded by *a* or *an*. Examples: a banana, an apple, five eggs, ten competitors.

Uncountable nouns are things referred to as a whole or a mass, which means that they don't have a plural form and cannot be separated or counted individually. Examples: rice, salt, sugar, tea.

2 Write the items from the box in the correct column.

beans ~~bread~~ brown sugar carrot coffee egg eggplant flour honey peanut butter sandwich

Countable	Uncountable
beans carrot egg eggplant sandwich	bread brown sugar coffee flour honey peanut butter

3 Read the extracts from the tweets and answer the questions.

"He cooks so **many** amazing dishes! And he uses very **few** ingredients."

"Jennifer shouldn't add so **much** salt to her chicken."

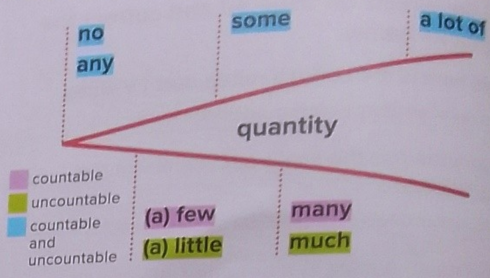
"Four tomatoes, **some** pasta, a slice of cheese, **some** chicken, **some** olives, honey and **a little** salt."

1 Which quantifiers do you use with nouns that you can count? Some, few, many.

2 Which quantifiers do you use with nouns that you cannot count? Much, some, (a) little.

3 Which of these quantifiers express a large quantity? Many, much.

Quantifiers



I had **many** cookies and **much** ice cream last Friday.
You can choose: eat **some** bananas or **some** bread.
Kathy didn't want **any** peanut butter or **any** apples.
Add **a few** drops of vanilla essence and **a little** milk too.

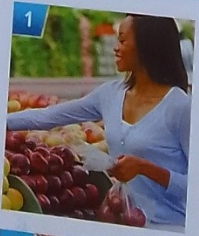
4 Use quantifiers to complete the post about yesterday's cooking competition.

Johnny_Q Yesterday I was watching SuperChef and following (1) some opinions on Twitter. It was so (2) much fun! The participants had only a (3) few ingredients this time, including (4) some pasta and just a (5) little salt. They didn't have (6) any seafood. Also, (7) many of them made serious mistakes! One of them added too (8) much curry, the other one forgot that she could add a (9) little brown sugar to make her dish less salty. Anyway, I love this show and don't want to miss (10) any episodes!

5 Read the example. Then describe, in your notebook, the images below using the expressions in the box. Open answers.

She's buying many apples.

(a) few (a) little many much some

1


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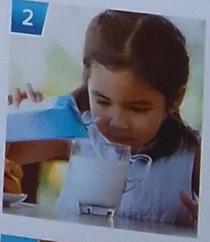

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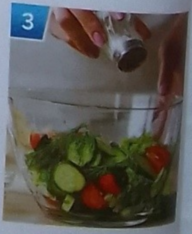

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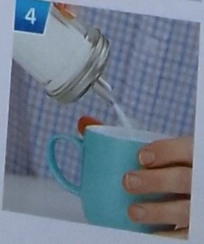

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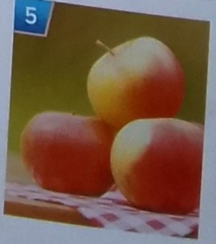

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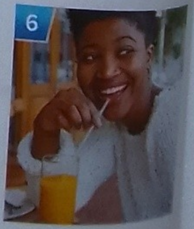

Snack Learning

Questions with uncountable nouns:
How much sugar do you like in your coffee?
Questions with countable nouns:
How many teaspoons of sugar do you want?

6 Complete the questions using *how many* or *how much*. Then, in your notebook, answer with true information about you. Open answers.

1 How much water do you drink a day?
2 How many times a day do you usually eat?
3 How many eggs do you eat a week?
4 How much salt do you add to your food?
5 How many slices of cake do you usually eat at a party?

7 Read the dialogue and analyze the underlined expressions. Then answer the questions.

Sue: Do you know anything about the macrobiotic diet?

Clayton: I guess so. You can't eat anything derived from animals. I think you can eat some fruits and vegetables.

Sue: So, no processed food?

Clayton: No, nothing!

Sue: Do you know anyone that is on this diet?

Clayton: I don't have any friends who want to follow something so strict.

1 Do the underlined expressions refer to a specific idea? No, they don't. They are indefinite.
2 Which ones are used in questions? Anything, anyone.
3 How about negative statements? Anything, any.
4 Which one has a negative meaning? Nothing.

Indefinite Pronouns

Indefinite pronouns are used to refer to people or things without saying exactly who or what they are. The pronouns ending in ***-body*** (as in "anybody") and ***-one*** (as in "anyone") are used for people, and the ones finished in ***-thing*** (as in "anything") refer to objects.

Somebody is going to be the winner of SuperChef.
Anyone can cook that pasta! Come on!
I guess they must use **everything** in the recipe.
There's **nothing** else to do. The recipe is ruined.

8 Circle the correct options. Then react to the sentences. Open answers.

1 It was really dark. I couldn't see **nothing** / [✓ **anything**].
2 Did [✓ **anybody**] / **nobody** help you study for the tests?
3 [✓ **Some**] / **Any** people were standing in front of my house last night.
4 I didn't see **someone** / [✓ **anyone**] at the party.

9 Read and compare the sentences. What is the difference in meaning?

1 a You can talk to someone here.
b You can talk to anyone here.
c You can talk to no one here.

In the first sentence, the person can talk to another person; in the second, it doesn't matter who he/she can talk to; in the third, the person can't talk to anyone.

2 a She is going to buy some dessert.
b She is going to buy any dessert.
c She isn't going to buy any dessert.

In the first sentence, she is going to buy a certain amount of dessert; in the second, it doesn't matter what the dessert is; in the third, she is not buying any dessert at all.

3 a I ate something before I practiced sports.
b I ate anything before I practiced sports.
c I ate nothing before I practiced sports.

In the first sentence, the person is saying he/she ate something (we don't know what) before practicing sports; in the second, it doesn't matter what he/she ate, just that he/she ate; in the third, he/she didn't eat at all.

10 Choose a sentence from each item in activity 9 to complete the ideas below.

1 You can talk to no one here. So please be quiet.
2 She is going to buy some dessert. She is having some friends over this evening.
3 I ate nothing before I practiced sports yesterday and that's why I felt so weak. Next time I will certainly eat something.

11 Find and underline five mistakes in the conversation.

Sharon: Hey, Tim! Would you like nothing to eat?

Tim: Thanks, Sharon, but I can only eat something kinds of foods. I'm on a diet.

Sharon: Really? I had no idea. But you already look so fit.

Tim: Well, I am changing some of my habits. I used to eat nothing junk food every afternoon and now I'm trying to eat more fruits, for example.

Sharon: That's a good decision! Do you drink anything water during the day?

Tim: Around 1 liter. I think it's enough, right?

Sharon: I think you need to drink something more.

Tim: OK, I'll try that. I also need to eat an apple a day. They say it keeps the doctor away!

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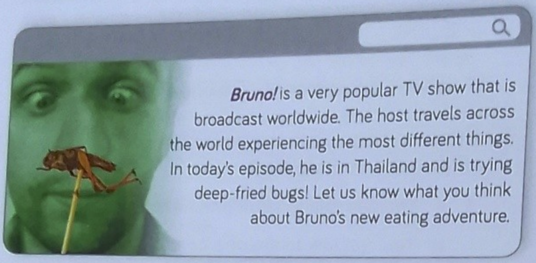
WRITING

Tweeting about Gastronomic Experiences



Bruno! is a very popular TV show that is broadcast worldwide. The host travels across the world experiencing the most different things. In today's episode, he is in Thailand and is trying deep-fried bugs! Let us know what you think about Bruno's new eating adventure.

Before Writing

1 Plan your tweet.

1 How many characters can a tweet have?
Up to 280 characters.

2 What message do you want to send to the world with your tweet? Open answers.

3 Do you want to sound serious? Sarcastic? Controversial? Open answers.

4 What hashtags can you use to emphasize your message? Open answers.

Drafting

2 Write three drafts of your tweet. Try to convey the same message in different ways.

3 Share your tweets with your classmates and ask them which one they think causes a bigger impact. Make adjustments if necessary.

Final Writing

4 Write the final version of your tweet and share it with the whole class.

INVESTIGATE

There **is** / **isn't** a healthier option for some industrialized food.

Collect Data

- Think of three examples of snacks or dishes that are highly processed.
- Find out where these snacks and dishes come from.
- Discover which are the necessary ingredients to prepare them.
- Talk to friends and relatives who know how to cook an check if they have more natural or healthier recipes fo these dishes.
- If no one can help you with healthier recipes for the dishes, look for alternatives online.

Analyze the Data

- Are the ingredients related to the country of origin of these snacks and dishes?
- Which of the ingredients are not very good for your health?
- Why are these ingredients important in the recipe (to give a specific taste, to make it thicker, to make it salty or sweet)?
- Can they be replaced?
- What alternatives can be used?
- What will change in the final result?

Draw a Conclusion

There **is** / **isn't** a healthier option for some industrialized food.

1 Reflect on your conclusion and discuss. Open answe

1 Why do some people prefer the industrialized alternative?

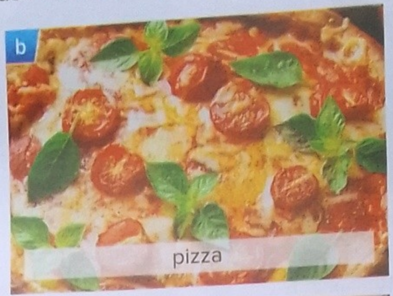
2 What are the possible disadvantages of healthier recipes?

3 Do people know there are healthier ways to cook?

4 If people knew healthier ways to cook, do you think they would eat less industrialized food?

LOCAL AND GLOBAL

1 Look at the dishes below. Then discuss with a classmate.



f
green stew curry

1 Where do these dishes come from? Japan, Italy, Greece, Spain, Mexico, Thailand.
2 Have you ever tried them? Open answers.

2 **Research and take notes of your findings.** Open answers.

1 Can you find any of the dishes from activity 1 in your country?
2 Are the recipes adapted in your country or are these dishes exactly the same as in their country of origin?
3 If they change, what is different?
4 Why do you think some typical dishes change when they are offered in a different country?

3 **Choose a dish from another country and try it. You can try to prepare it yourself.**

4 **Why is it important to try different types of food? How can it positively impact your life?** Open answers.

IMAGINE

Imagine eating only food that you yourself have cooked.

👍 ❤ 😀 😮 😕 😡

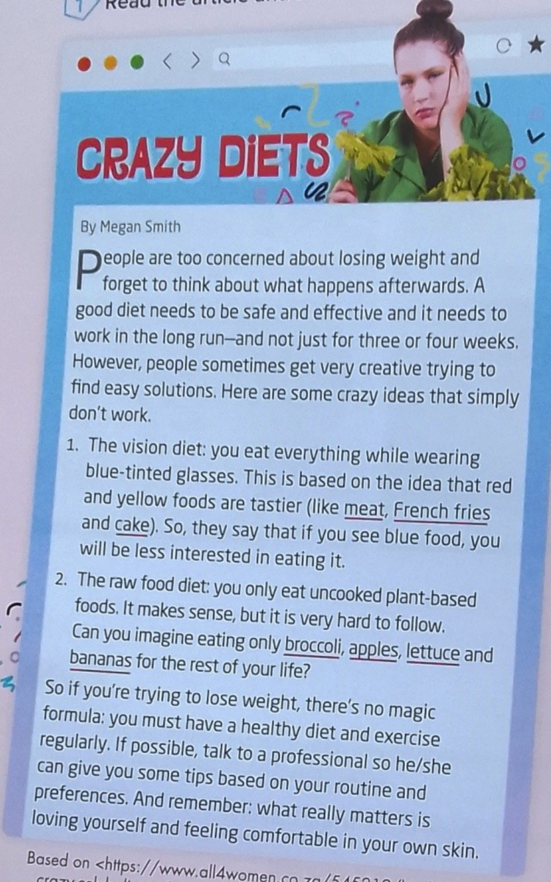
1 **Research into the concept. Bring your research to be discussed in class.**

2 **Read the text. Then discuss with a classmate.** Open answers.

1 Are the advantages of cooking at home convincing?
2 Do you think it is possible to eat only homemade food during your life?
3 How can families grow their own vegetables and fruits in a big city?

RTV

1 Read the article and underline all the food items.



CRAZY DIETS

By Megan Smith

People are too concerned about losing weight and forget to think about what happens afterwards. A good diet needs to be safe and effective and it needs to work in the long run—and not just for three or four weeks. However, people sometimes get very creative trying to find easy solutions. Here are some crazy ideas that simply don't work.

1. The vision diet: you eat everything while wearing blue-tinted glasses. This is based on the idea that red and yellow foods are tastier (like meat, French fries and cake). So, they say that if you see blue food, you will be less interested in eating it.
2. The raw food diet: you only eat uncooked plant-based foods. It makes sense, but it is very hard to follow. Can you imagine eating only broccoli, apples, lettuce and bananas for the rest of your life?

So if you're trying to lose weight, there's no magic formula: you must have a healthy diet and exercise regularly. If possible, talk to a professional so he/she can give you some tips based on your routine and preferences. And remember: what really matters is loving yourself and feeling comfortable in your own skin.

Based on <https://www.all4women.co.za/545219/health/nutrition/crazy-celeb-diet-tricks-the-vision-diet>; <https://www.healthline.com/nutrition/raw-food-diet#section1>. Accessed on July 25, 2019.

2 **Complete the sentences according to the article.**

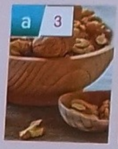
1 People usually look for easy solutions to lose weight.
2 A diet is considered good only if it is safe and effective.
3 In the vision diet, you always need to carry blue-tinted glasses with you.
4 According to the text, yellow and red foods are usually tastier.
5 In the raw food diet, you cannot eat any cooked food.

3 **In your opinion, what is the problem with the diets mentioned in the article?** Suggested answers.

1 the vision diet: It is not scientific.
2 the raw food diet: It is difficult to maintain this idea, it is not sustainable.

4 **Match the sentences to the correct image. The write the missing words or expressions.**

1 I'm on a healthy diet. I don't eat any sweets or chips.
2 I always have scrambled eggs for breakfast. I only like the whites, though.
3 My mom's best recipe is a cake made with nuts. She uses walnuts, and it's delicious!
4 Alisson never has sugar with her tea, but she usually puts a spoonful of honey in it.
5 My favorite snack when I was a kid was bread wit peanut butter.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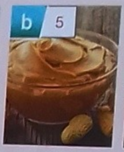
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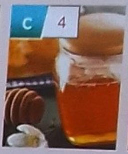
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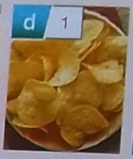
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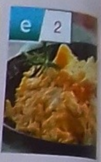

e 2

5 **Cross the odd one out.**

1 jar bottle ~~slice~~ carton
2 eggs juice milk ~~broccoli~~
3 a slice a cup a spoonful ~~a can~~
4 apple ~~cheese~~ banana tomato
5 a few any some ~~much~~
6 bread ~~carrot~~ salt sugar

6 **Write *many* or *much* to complete the conversation between Leslie and Hannah.**

Leslie: How (1) much sugar is there in the jar?

Hannah: Enough for the recipe, I guess. I can't believe you are going to teach me how to bake a cake! Ho (2) many cartons of milk do we need?

Leslie: Just one. And we also need some strawberries There aren't (3) many strawberries in this recipe, bu they are still very important.

Hannah: I know. Can we add some extra ones?

Leslie: No, Hannah! We need to follow the recipe. Look, there isn't (4) much flour in the cup. Can you get some more, please?

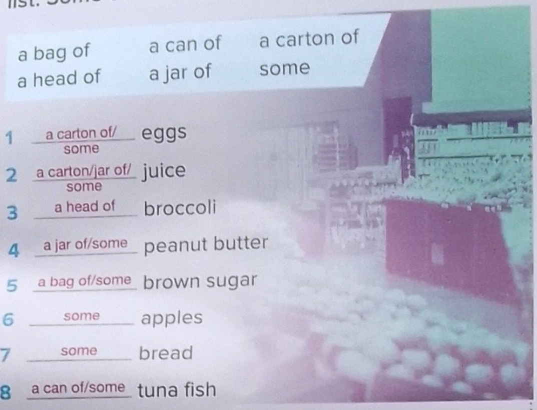
Hannah: I'll do it right now. By the way, there aren't (5) many eggs in the fridge. How many do we need

Leslie: We only need four. Oh, and some vanilla extract too.

Hannah: How (6) much ?

Leslie: Just a teaspoon.

7 **Help Liam write the amounts in his shopping list. Some of them can be used more than once.**



a bag of a can of a carton of
a head of a jar of some

1 a carton of/ some eggs
2 a carton/jar of/ some juice
3 a head of broccoli
4 a jar of/some peanut butter
5 a bag of/some brown sugar
6 some apples
7 some bread
8 a can of/some tuna fish

8 **Now use the information from activity 7 to complete the conversation between Liam and his mom.**

Liam: Mom, I bought some (1) bread and four cans of (2) tuna fish for the sandwiches, as you asked. I also bought a bag of (3) brown sugar for dad. I know he loves it in his coffee.

Ms. Whytt: Lovely! Did you remember to buy a head of (4) broccoli too? I need it to make the pasta for lunch today.

Liam: Oh, no! I totally forgot about it! But I bought a jar of (5) peanut butter and some (6) apples.

Ms. Whytt: Fantastic, Liam. So I will just come up with a brand new recipe with pasta, apples and peanut butter. Did you remember to buy the (7) juice?

Liam: Yep. I bought three cartons. I also bought a carton of (8) eggs for breakfast tomorrow, because I know you love scrambled eggs.

Ms. Whytt: Thanks, honey.

Liam: No biggy. I'll go back to the supermarket to buy the broccoli. Be right back, Mom.

9 **Write the numbers in parentheses in full.**

1 Ms. Whytt needs four cans of tuna. There are a/one hundred seventy (170) grams in each can. In four cans there are six hundred eighty (680) grams in total.

2 She also needs two boxes of pasta. There are five hundred (500) grams in each. In total, she will cook a/one thousand (1000) grams of pasta.

3 Liam also bought three cartons of juice. There are two hundred sixty-five (265) milliliters in each carton. In total, there are seven hundred ninety-five (795) milliliters of juice.

10 **Check the correct options.**

1 There is _____ bread in the cupboard. It's enough for dinner.
a ☑ a little c ☐ few
b ☐ little d ☐ a few

2 There is _____ bread in the cupboard. We need to buy more for dinner.
a ☐ a little c ☐ few
b ☑ little d ☐ a few

3 You can keep these eggs. I only need _____.
a ☐ a little c ☐ few
b ☐ little d ☑ a few

4 No one really likes her cooking. Very _____ people eat her food.
a ☐ a little c ☑ few
b ☐ little d ☐ a few

11 **Magda is learning how to cook. Write the number that corresponds to the correct amount in each case to complete her conversation with a friend.**

1 a bag 3 a little 5 some
2 a few 4 much

Frances: Are you going to cook dinner on Saturday?

Magda: Yes! I'm going to try a new recipe. I really want to learn how to cook. I still need to buy some things, though.

Frances: Maybe I can help. What do you need?

Magda: I need (a) 5 brown sugar for the dessert and (b) 2 tomatoes for the salad.

Frances: I have (c) 1 of brown sugar at home. I can bring you some. And I can also buy the tomatoes tomorrow. I also need to buy (d) 3/5 salt for myself.

Magda: Really? How (e) 4 salt do you need? I have a lot here! Just help yourself.

Frances: Thanks! That's very kind of you.

12 **Answer the questions about yourself.** Open answers.

1 How much soda do you drink a week?
_____

2 How many meals do you have a day?
_____

3 What do you usually have for breakfast on Sundays?
_____

Extension

Review 3

1 20 **Listen to the conversation and write the words from the box in the correct column. Not all words will be used.**

broccoli brown sugar cheese chips honey lettuce milk nuts peanut butter scrambled eggs strawberries white sugar whole wheat bread

	always	sometimes	never
Bernard	brown sugar strawberries whole wheat bread	broccoli nuts cheese peanut butter	white sugar lettuce chips
Don	white sugar chips (scrambled) eggs		brown sugar lettuce broccoli peanut butter

2 **Answer the questions according to the conversation.**

1 What is Don's interview about?
People's eating habits.

2 What kinds of sugar does Bernard mention?
White sugar and brown sugar.

3 What does Bernard eat when he wants to have chips?
He eats nuts or a slice of cheese.

4 What does Don prefer to eat with his bread?
Scrambled eggs.

3 **Classify the food items from the box in activity 1 in the chart below. Then write them next to the appropriate containers.**

Countable *many, (a) few*	Uncountable *much, (a) little*
chips eggs nuts strawberries	broccoli brown sugar cheese honey lettuce milk peanut butter white sugar whole wheat bread

1 a carton of: eggs, milk
2 a bag of: brown sugar, chips, nuts, strawberries, white sugar
3 a head of: broccoli, lettuce
4 a jar of: honey, peanut butter
5 a slice of: cheese, whole wheat bread

4 **Complete the sentences with the correct quantifier from the box.**

a few a little any many much some

1 I haven't bought any white sugar.
2 Can you add some/a little honey, please? But not much.
3 David would like to have just some/a few strawberries with chocolate.
4 How much milk do you drink a day?
5 How many bags of chips do I need to buy fo three people?

5 **Match the two halves to form sentences.**

1 I don't usually drink much...
2 My aunt always adds too many...
3 If the food is too salty, add a spoonful of...
4 I never know how much...
5 This is delicious! There are so many...
6 There were two slices of...

a 2 olives to her dishes.
b 4 curry I should add to my chicken.
c 1 chocolate milk for breakfast.
d 5 prawns here that I just can't stop eating.
e 6 cake on the kitchen table.
f 3 sugar to your dish.

6 **Circle the correct option to complete each sentence.**

1 I'm sure I left my shopping bags **[✓ somewhere]** / **nowhere** around here.
2 Please relax! There is absolutely **something** / **[✓ nothing]** to worry about.
3 I don't think **no one** / **[✓ anyone]** knows where Patty is.
4 Can we meet tomorrow? I have **[✓ something]** / **anything** important to tell you.
5 They didn't play **[✓ any]** / **no** good songs at the concert.
6 Dad already bought **no** / **[✓ some]** cheese at the shop.

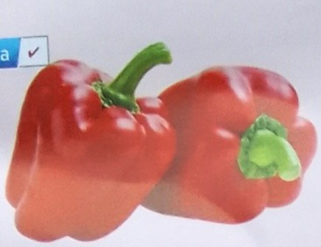
Video

What Can You Buy for €1 in a Norwegian Supermarket?

RTV

1 Watch the video again and check the food Monica can buy for €1.

a ☑



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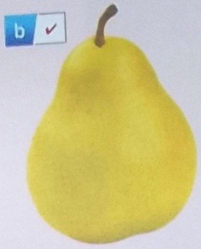

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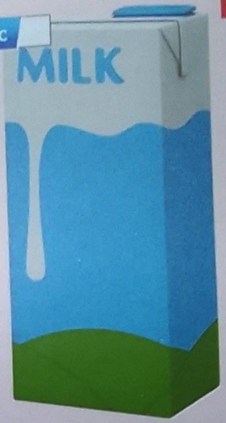

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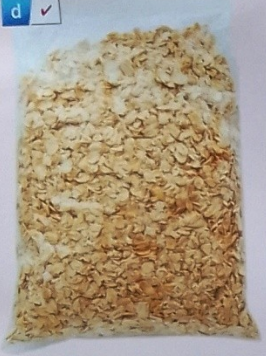

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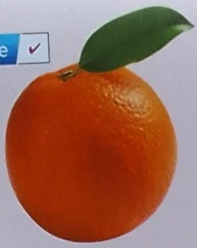

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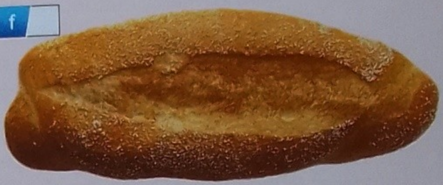

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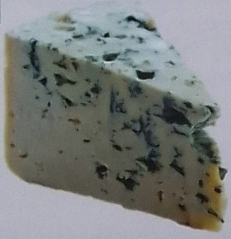

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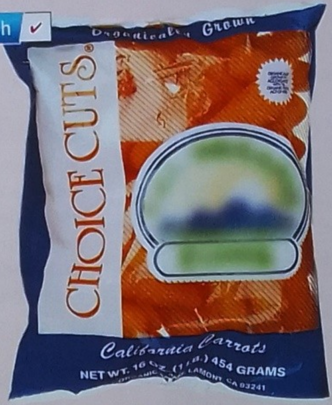

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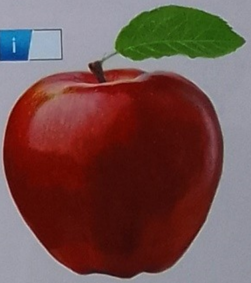


2 Watch the video one more time and answer the questions.

1 Where does Monica live? She lives in Norway.

2 What does she say about the supermarkets in Portugal? She mentions that you can easily find things in the supermarkets that cost one euro.

3 What Norwegian terms does Monica use? What do they mean? *Paprikas* (red peppers) and *havegrøt med blåbær* (porridge/oats).

4 What surprised Monica in the fruit section of the Norwegian market? She was surprised by the fact that she could buy one fruit for 1 euro or less but if she bought more than one fruit, the price would be over €1.

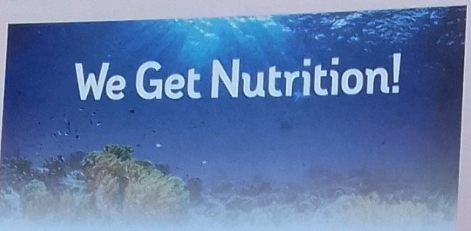
5 What did she find in the frozen food section? She found (sliced) potatoes and spinach.

3 Project Time! Follow your teacher's instructions and do as proposed.

CLIL

Why Do Living Things Need Nutrition? (Science)

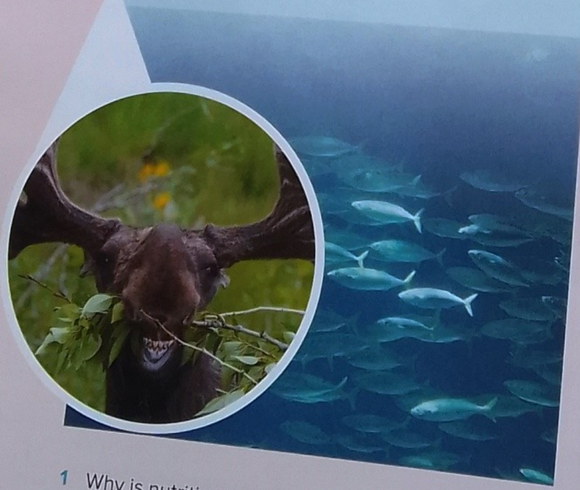
1 Read the text and answer the questions.



We Get Nutrition!

Getting nutrition is an important function of living things. In this process, they obtain matter and energy. There are two groups of living things:

- Autotrophs produce organic components from inorganic matter and energy from the Sun (photosynthesis) or from chemical reactions (chemosynthesis). Plants, algae and various bacteria are examples of autotrophs.
- Heterotrophs depend on organic matter from other living things. They can use organic elements made by autotrophs to get the energy they need. Animals, fungi and many microorganisms belong to this group.



1 Why is nutrition important? Because living things can obtain matter and energy through it.

2 In what way do heterotrophs depend on autotrophs? Heterotrophs use organic elements produced by the autotrophs to get the energy they need.

3 Which animals belong to the heterotrophs' group? Animals, fungi and many microorganisms.

2 Draw a chart in your notebook to organize the information from the text. Use the space below to make notes. Open answers.

Pluriliteracy Skills

Scientists usually demonstrate what they are analyzing with the experiments they do in laboratories. Charts and tables are used to organize the information they gather in their research in a way that is easy for others to understand. Have you ever created a chart or table to summarize information or data?

3 Complete the paragraph with the words from the box.

groups important matter various

There are different (1) groups of living things. There are two (2) important groups when we order living things depending on how they obtain (3) matter and energy. (4) Various organisms are autotrophs, like plants, algae and bacteria.

4 Choose an autotroph and a heterotroph organism and explain what each of them eats. Share your ideas with a classmate. Open answers.

5 Read the sentences and underline the correct options.

1 When you are eating, you **are getting** / **get** the energy that you need.

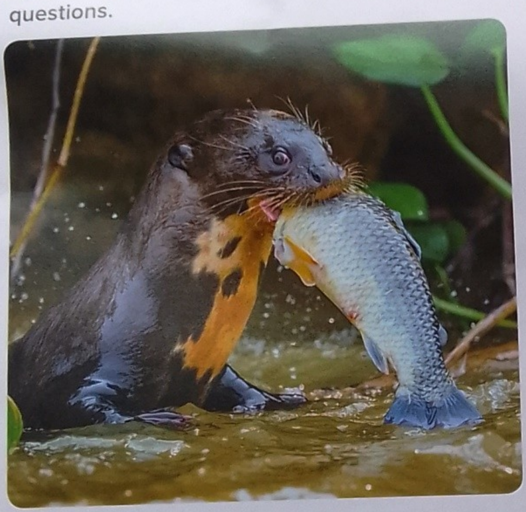
2 Heterotrophs **obtain** / **are obtaining** food from organic matter.

3 Autotrophs **produce** / **are producing** organic compounds.

4 All living things **are needing** / **need** nutrition.

5 During the process of photosynthesis, a plant **get** / **is getting** energy from the Sun.

6 Look at the image of the otter and answer the questions.



1 How do otters get their food?

They hunt for prey.

2 What is the otter eating?

The otter is eating a fish.

3 Why do you think the otter is close to the water in the image?

Suggested answers: Because it depends on aquatic habitats for food.

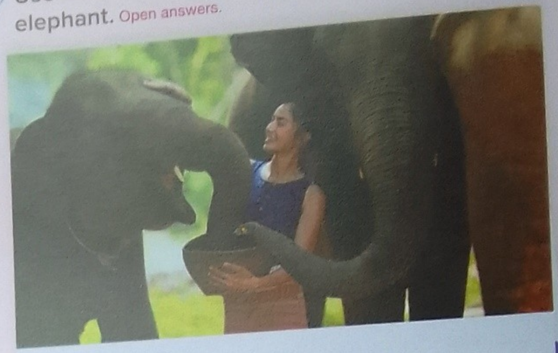
4 What other kinds of food do you think otters usually eat?

Suggested answers: Fish, frogs and crabs.

5 What group of living things are otters part of?

Heterotrophs.

7 Use this space to describe the image of the elephant. Open answers.



8 Discuss the following questions in groups of three. Open answers.

1 What other life functions do you consider as important as nutrition?

2 What problems can we have if we are not careful with our nutrition?

3 What's more important: to eat well or to eat enough?

4 Do you think your country has a culture of good nutrition?

4 WHAT DOES THE FUTURE HOLD?

OBJECTIVES:

- Talk about possibilities for the future of the planet.
- Identify the characteristics of an online forum and understand its purpose.
- Infer information from a text.
- Write an online forum comment.
- Investigate the amount of garbage you produce in a week.
- Reflect on the use of different sources of energy.
- Reflect on the possibility of living on a different planet.

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 49).

Read the questions and discuss.

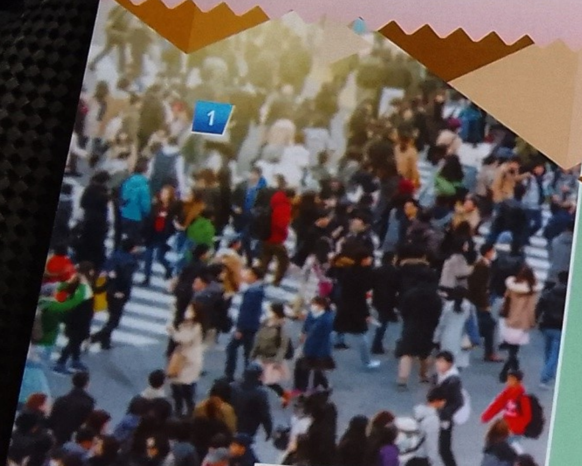
1 How do you imagine the future of the planet?

2 Do you feel responsible for the future of the planet? Why?

3 Why is it important to be prepared for the future?

4 What would you change in the world today for us to have a better future?

FIRST MOVE

1


2

3

4

5

FIRST MOVE

1 Look at the images. What do they represent? They represent environmental problems.

2 Match the words and expressions below to the images on page 64.

1 deforestation image 2
2 urban sprawl image 3
3 pollution images 4 and 5
4 waste disposal image 4
5 overpopulation image 1

3 21 Listen to part of a podcast interview with an environmental specialist. Check all the questions you think the presenter asked. Then listen and check your guesses.

a ☑ Is climate change real?
b ☐ Do you drive a car?
c ☑ What is the current situation of our planet?
d ☐ How does solar energy work?

4 22 Listen to the podcast again and answer the questions.

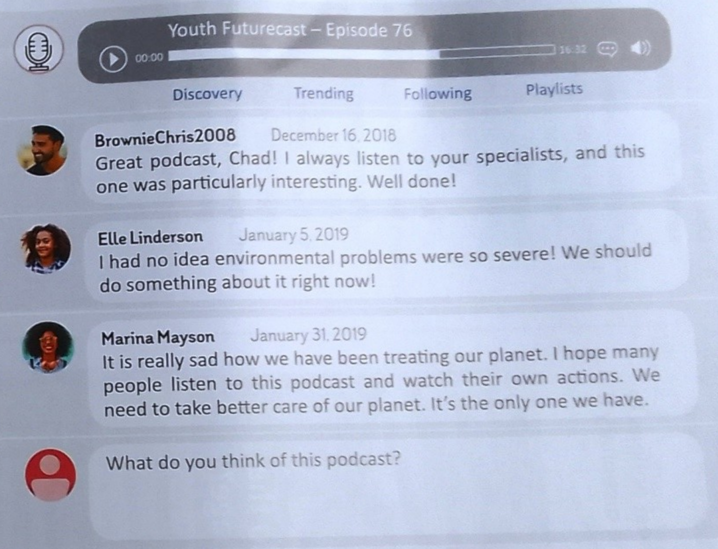
1 Is the situation of the planet good, according to Ayana?
No, it's not exactly (looking) good.

2 What kind of climate changes are we experiencing nowadays, according to her?
We are experiencing severe and fast changes and they are caused by humans.

5 Ayana mentioned some environmental problems. Which one do you think is the most urgent to fix? Why? Open answers.

React!

6 Write a comment about the podcast. Open answers.


Youth Futurecast – Episode 76

BrownieChris2008 December 16, 2018
Great podcast, Chad! I always listen to your specialists, and this one was particularly interesting. Well done!

Elle Linderson January 5, 2019
I had no idea environmental problems were so severe! We should do something about it right now!

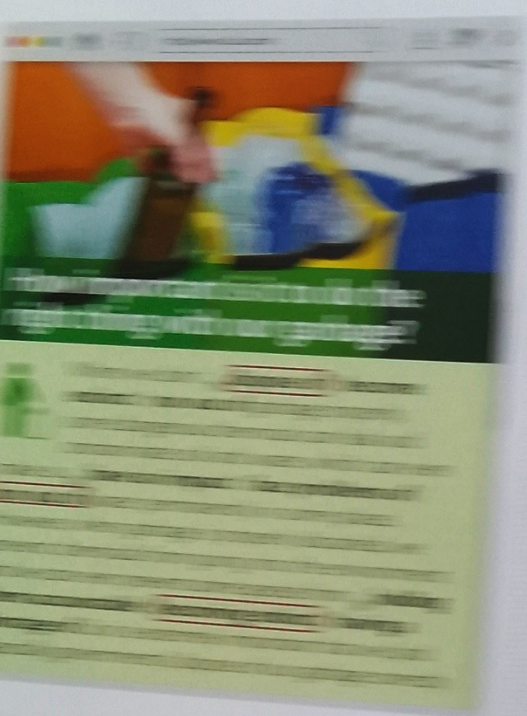
Marina Mayson January 31, 2019
It is really sad how we have been treating our planet. I hope many people listen to this podcast and watch their own actions. We need to take better care of our planet. It's the only one we have.

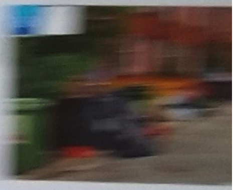
What do you think of this podcast?

I Wonder

7 Write a question about environmental problems. Then look for the answer. Open answers.

99 Great! 99 Interact





LISTENING AND SPEAKING

1 23 Listen to the complete podcast with Ayana Johnson and number the subjects in the order they are mentioned.

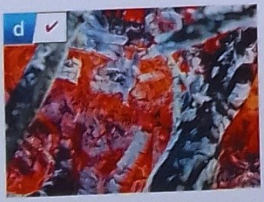
a 6 Optimistic or pessimistic about the future.
b 2 Current situation of the planet.
c 1 Introducing the environmental specialist.
d 4 Human actions responsible for climate change.
e 5 Things we can do about climate change.
f 3 Climate change.

2 24 Listen to the podcast again and check the images that represent the negative human actions Ayana mentions.

a ☐

b ☑

c ☑

d ☑


e ☐

3 25 Complete the podcast extract below with the words from the box. Not all words will be used. Then listen again and check.

climate consumption control
heating recycle reduce
renewable use waste

"Good news is that everything's not lost! We can use (1) renewable sources of energy, like solar (2) heating, for example; we can stop driving cars so much and start riding bikes more often; we can (3) reduce the amount of (4) waste we produce, cut down on our (5) consumption of plastic [...]."

4 Check the correct synonym of the words in bold from the podcast.

1 "...there are a lot of people who **claim** the opposite."
a ☐ deny
b ☐ ask
c ☑ believe

2 "Some people **argue** that climate changes are natural..."
a ☐ wonder
b ☑ say
c ☐ know

3 "...people are more **aware** of the challenges..."
a ☐ ignorant
b ☑ conscious
c ☐ strong

5 Is Ayana optimistic about the future of the planet? What about you? Why?

Yes, she is. Open answers.

6 Imagine you will interview an environmental specialist. Write the questions you would like to ask him/her.

Open answers.

7 Role-play your interview with a classmate. Record the interview and share it with the whole class.

READING

Before Reading

1 Scan the text and check all the correct options.

1 What are some characteristics of this text?
- a ☑ There isn't only one author.
- b ☐ The texts are always very long.
- c ☑ People can write responses to previous entries.
- d ☐ The language is very formal.

2 What is the purpose of this text?
- a ☐ Give instructions about a subject.
- b ☑ Express opinions about a subject.
- c ☑ Share personal experiences.
- d ☑ Discuss a subject with other people.

3 Where can you find this text?
- a ☐ In magazines.
- b ☑ On the internet.
- c ☐ On billboards.

2 What kind of text is this?

a ☐ It's a piece of news. b ☑ It's an online forum. c ☐ It's an opinion essay.

With so many negative headlines recently, are you optimistic about the future? What do you think the future of the planet will be like?

Linus Well, I have mixed feelings about the future. I mean, the use of solar power and renewable energies is growing fast, but I worry about the price. Will we all be able to change to more eco-friendly energy options soon? I really don't know... *(2 weeks ago)*

Sir_Paul Hi, Linus, I was more pessimistic about the future, but solar panels are not that expensive anymore. According to the EnergySage website, people are paying US$ 3.14 per watt and that's why many people are installing it nowadays, and I think this is positive. I am optimistic about the future, we won't use fossil fuels for long and it will be a piece of cake to switch to solar energy. *(2 weeks ago)*

MyHumbleOpinion Actually, I'm not so optimistic about the future. Not only because of climate change and the environmental crisis, but also because of people. Many conflicts are happening frequently, people are dying and I don't really see action from the government to stop this. I guess there will be more wars in the future... Unfortunately. *(1 month ago)*

About Me I am optimistic about the future because there have been great medical advances lately. Researchers are now closer to finding the cure for serious illnesses and doctors are creating artificial organs! This is pretty amazing! I believe they will save many lives in the future. *(1 month ago)*

GeorgeEarlGrey I am not optimistic at all about the future. We are running out of natural resources and scientists are not worried about that. They won't help us... *(2 months ago)*

Kween_B We can't sit and wait until someone finds a solution. We need to get together, think and take action by doing something now in our homes and community, like disposing of our garbage properly and recycling as much as possible. *(2 months ago)*

SanFranLocal I'm really optimistic about the future! Look what we've achieved in terms of technology so far! Just imagine what we'll be able to do in the future! I think we won't need to worry about the environment or the cure for diseases because technology will be the answer to all of that. *(2 months ago)*

While Reading

3 Read the online forum and answer the questions.

1 What is Linus's concern about the use of solar power?
The price.

2 Why is MyHumbleOpinion pessimistic about the future?
Because he/she believes there will be more wars in the future. / Because governments are not doing anything to stop conflicts.

3 What does About Me find amazing?
Doctors creating artificial organs/finding the cure for serious illnesses.

4 What does SanFranLocal think will be the "answer to all of that" in the future?
Technology.

4 Read the text again and choose the best option to complete each sentence.

1 When Sir_Paul says "I was more pessimistic about the future", he means...
- a ☑ he changed his mind about being pessimistic.
- b ☐ he agrees with Linus's opinion.
- c ☐ he is now pessimistic about the future.

2 When Linus says "I have mixed feelings about the future", he means that he is...
- a ☐ optimistic about the future.
- b ☐ pessimistic about the future.
- c ☑ not sure about his opinion about the future.

3 When Kween_B says "We can't sit and wait until someone finds a solution", we understand that he/she...
- a ☐ thinks people will find a solution.
- b ☑ doesn't think it is right to just wait for a solution from other people.
- c ☐ thinks there is no possible solution.

5 Underline the incorrect pieces of information and correct them.

1 MyHumbleOpinion is not optimistic because of the environmental crisis. people

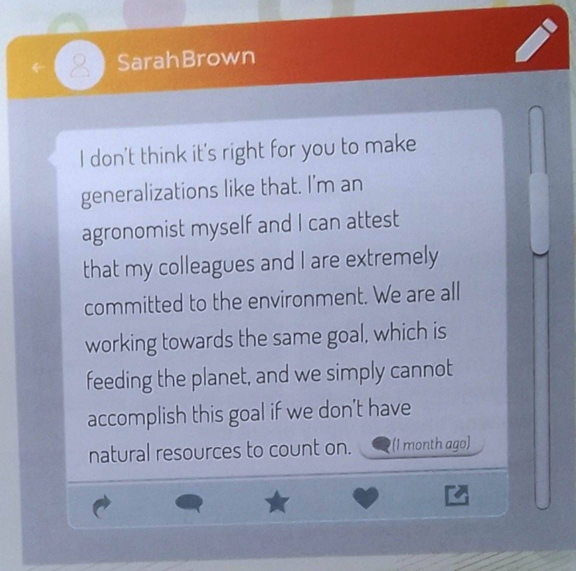
2 SanFranLocal thinks we shouldn't worry about the environment because scientists will be the answer. technology

3 Sir_Paul thinks we will stop using gas in the future. fossil fuels

4 GeorgeEarlGrey says the world is running out of water. natural resources

6 How does Sir_Paul feel about Linus's opinion?
- a ☐ He completely agrees.
- b ☐ He partially agrees.
- c ☑ He disagrees.

7 Read the response to one of the comments in the forum and answer the questions.


SarahBrown

I don't think it's right for you to make generalizations like that. I'm an agronomist myself and I can attest that my colleagues and I are extremely committed to the environment. We are all working towards the same goal, which is feeding the planet, and we simply cannot accomplish this goal if we don't have natural resources to count on. (1 month ago)

1 Who is SarahBrown responding to?
GeorgeEarlGrey

2 What does the word "that" in the first sentence refer to?
The statement that scientists are not worried about the environment and won't help.

8 Considering the people who commented on the forum, who do you agree with the most? Why?
Open answers.

Buzzwords

*"It will be **a piece of cake** to switch to solar energy."*
What does "a piece of cake" mean? Look it up!

Something that is easy or effortless.

After Reading

9 Do you think it's important to keep a positive outlook on life? Why? Open answers.

Workbook p. 74

LANGUAGE 2

1 Read the sentences below from the online forum. What do they express?

Will we all **be able** to change to more eco-friendly energy options soon?

I believe they **will save** many lives in the future. We **won't use** fossil fuels for long.

a ☑ Predictions and hopes about the future.
b ☐ Plans for the future.
c ☐ Arrangements you've made for the future.

Future with *Will*

Affirmative

I guess there **will be** more wars in the future.
I think we **will have** the chance to live better lives.

Negative

Technology **won't help** us save the planet.
We **won't have** to worry about that.

Interrogative

Will scientists **find** a way to cure all diseases?
What **will happen** to the planet?

Short Answers

Yes, I/we will.
No, they won't.

Will is used to make predictions about the future.

2 Complete the sentences below with the correct form of *will* and a word from the box.

be disappear happen run out save use

1 I think we will run out of clean air in the future.
2 I hope we won't use all of the Earth's natural resources.
3 Will we save the animals that might become extinct?
4 What will happen if we use all of the world's clean water?
5 If we keep burning fuel, the future won't be good for us.
6 Our forests will disappear if we don't stop cutting down trees to make room for cattle.

Snack Learning

Adverbs of Probability

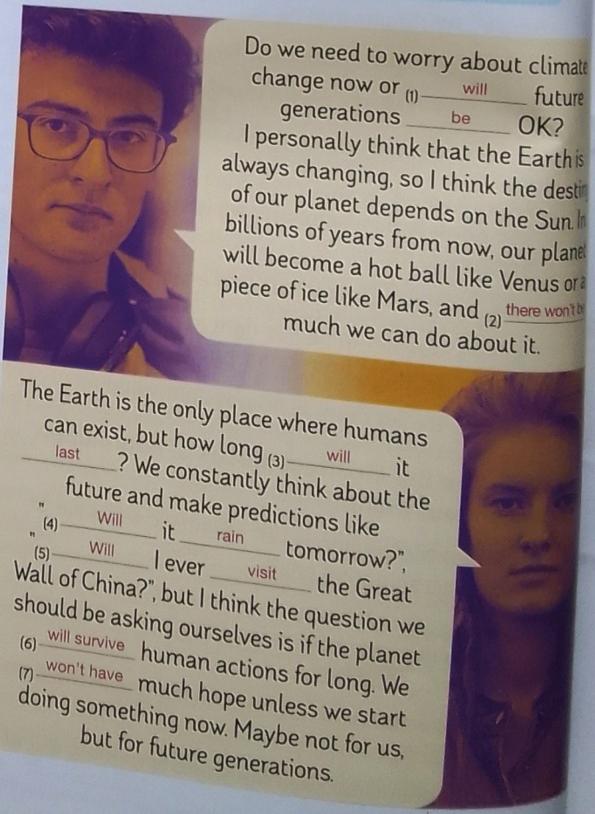
From highest to lowest level of certainty:
possibly certainly
probably definitely certa

3 Rewrite the sentences using an adverb of probability.

1 There is a good chance the Earth will run out o water in the future.
The Earth will probably run out of water in the future.
2 Scientists are sure global warming will keep o affecting us.
Global warming will definitely keep on affecting us.
3 I'm that certain that some species will become extinct.
Some species will certainly become extinct.
4 It is possible that we will face extreme weather conditions in the future.
We will possibly face extreme weather conditions in the future.

4 Read people's predictions below and fill in the gaps with the correct verb and form of *will*.

be have last rain survive there be visit



Do we need to worry about climat change now or (1) will future generations be OK? I personally think that the Earth is always changing, so I think the desti of our planet depends on the Sun. I billions of years from now, our plane will become a hot ball like Venus or a piece of ice like Mars, and (2) there won't b much we can do about it.

The Earth is the only place where humans can exist, but how long (3) will it last? We constantly think about the future and make predictions like "(4) Will it rain tomorrow?", "(5) Will I ever visit the Great Wall of China?", but I think the question we should be asking ourselves is if the planet (6) will survive human actions for long. We (7) won't have much hope unless we start doing something now. Maybe not for us, but for future generations.

5 Wh ag

6 Us pre
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8 26 pre

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Snack Le

Future
any day
eventua
in our li

5 What opinion from the previous activity do you agree with the most? Why? Open answers.

6 Use the prompts and write questions to make predictions about the future.

1 Where / live / grow up
Where will you live when you grow up?

2 you / travel / Asia
Will you travel to Asia?

3 people / live / other planets
Will people live on other planets?

4 endangered animals / escape / extinction
Will endangered animals escape extinction?

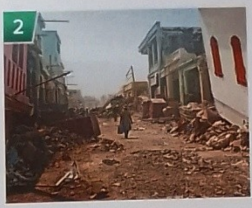
5 What / technology / be like / future
What will technology be like in the future?

7 Take turns asking and answering the questions in activity 6 with a classmate.

8 26 Listen to an environmentalist and write his predictions about the following topics.

1

Volcanoes will erupt.

2


Earthquakes will happen more frequently.

3

Population will increase.

4

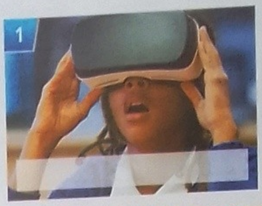
Societies will seek more sustainable ways of living.

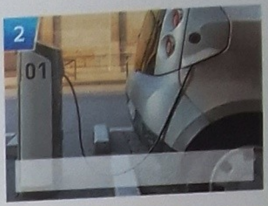
Snack Learning

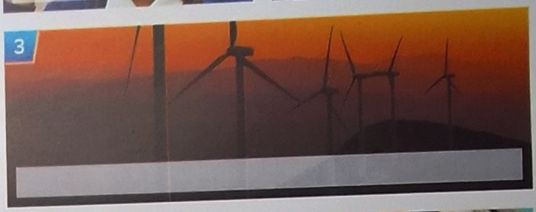
Future Time Expressions

any day now
eventually
in our lifetime
in the near future
soon
sooner or later

9 Look at the images and use adverbs of probability and future time expressions to write predictions about the future. Open answers.

1


2


3


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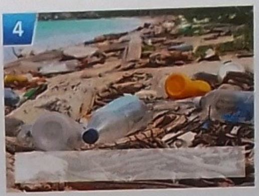
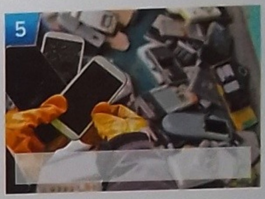


5


Pronunciation

10 27 Listen and check the sentences you hear.

1 a ☑ I want to play video games.
b ☐ I won't play video games.

2 a ☐ They want to go to the beach.
b ☑ They won't go to the beach.

3 a ☐ I want to stay longer.
b ☑ I won't stay longer.

4 a ☑ The kids want to play in the yard.
b ☐ The kids won't play in the yard.

11 28 Listen to words that have the same sound as "want" (/ɑː/) or "won't" (/oʊ/) and write them in the correct column.

/ɑː/	/oʊ/
want	won't
body	local
model	open
product	social

Workbook p. 74

WRITING

An Online Forum Comment

Before Writing

1 Plan your text. Open answers.

1 Look back at the online forum on page 68 and answer the question: what do you think the future of the planet will be like?

2 Which of the comments do you agree/disagree with? Why?

Drafting

2 Write a comment on the forum or a reply to one of the existing comments.

3 Share your text with a classmate and ask for his/her opinion about it. Make adjustments if necessary.

Final Writing

4 Write the final version of the forum comment and share it with the whole class.

INVESTIGATE

a lot of some little

I produce ____________ garbage in one week.

Collect Data

- Make a record of everything you throw away for one w
- Organize your records into recyclable and nonrecycla materials. Copy the chart below on your notebook to you organize the information.

	Recyclable material	Nonrecyclable mater
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

- At the end of the week, make a photographic record everything you disposed of.

Analyze the Data

- How much recyclable/nonrecyclable material did you dispose of?
- Which kind of recyclable/nonrecyclable material did you dispose of the most?
- Were there many food containers or wrappers in you garbage?

Draw a Conclusion

I produce ____________ garbage in one week.

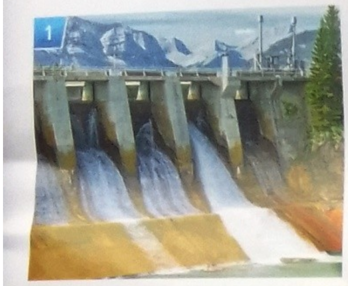
1 Reflect on your conclusion and discuss the following questions. Open answers.

1 How can you produce less garbage?

2 What did you throw away that could be used again? How could you use it again?

LOCAL AND GLOBAL

1 Look at the images and answer the questions.

1


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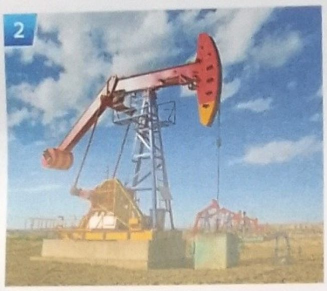

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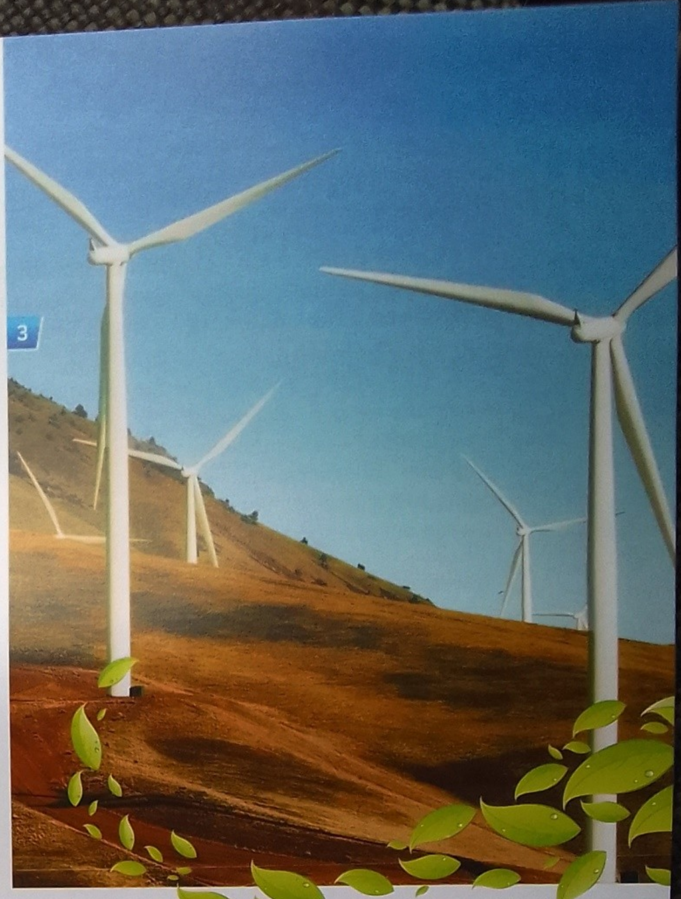
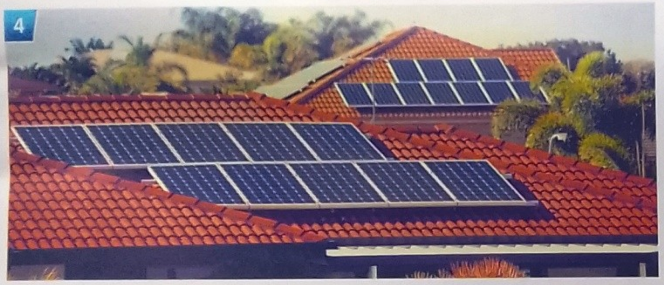


4


1 What are the images about? They are about different sources of energy.

2 Which images show renewable sources of energy? Images 1, 3 and 4.

3 Which image shows a nonrenewable source of energy? Image 2.

2 Research and find out. Open answers.

1 What are the most common sources of energy used in your country?

2 What are the advantages of using these energy sources?

3 What are the disadvantages of using these energy sources?

3 Do you think your country is making the best choice on sources of energy? Why? How can people make sure their country makes better choices on the use of energy in the future? Open answers.

IMAGINE

Imagine having to live on a different planet.

👍 ❤ 😀 😮 😕 😡

1 Research into the concept. Bring your research to be discussed in class.

2 Read the text and discuss the questions with a classmate. Open answers.

1 Did the information presented in the text surprise you? Why?

2 Do you think living on another planet is a good solution for the environmental crisis? Why?

3 Do you agree with the last paragraph of the text? Why?

RTV

Workbook 4

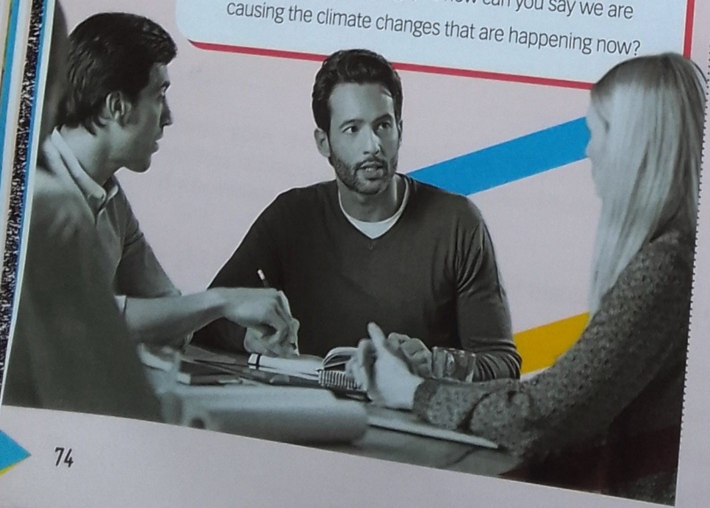
1 **Complete the transcript of a debate about the future of the planet with the expressions from the box. Make the necessary changes to the expressions.**

become extinct dispose of
evidence of face problems
hold (someone) accountable for
impact of (something) on
run out of shortage of

Lionel: I believe the planet is (1) facing problems because of us, human beings, and we should (2) hold ourselves accountable for all the bad things that are happening. Right now, we are going through a (3) shortage of water in many places in the world, and it's safe to say we will (4) run out of it in the future if we don't make changes soon.

Carol: I think so too, Lionel! And the (5) impact of human activity on the planet is not just related to the use of water. For instance, when we throw our garbage in the ocean, we are putting many species at risk! So, if we don't find a better way to (6) dispose of garbage, many animals can (7) become extinct.

Owen: I must say I disagree with both of you. I personally don't believe in global warming because this is not the first time in history that we see (8) evidence of climate change. Scientists know that the planet was even warmer about 125,000 years ago, so how can you say we are causing the climate changes that are happening now?



2 **Read the transcript again and answer the questions.**

1 Who does Lionel think is responsible for the environmental problems in our planet?

Humans.

2 What does the word "it" in the sentence "will out of **it** in the future" refer to?

Water.

3 Does Carol agree with Lionel's opinion?

Yes, she does.

4 Why does Owen disagree with Carol and Lione

Because he doesn't believe in global warming.

5 What is Owen's reason for not believing humans are responsible for climate change?

Because the Earth was even warmer thousands of years ago.

3 **Read the transcript one more time and check a the correct options in each item.**

1 Owen...
- a ☐ is worried about global warming.
- b ☑ is skeptical about global warming.
- c ☐ thinks humans are responsible for globa warming.

2 Lionel...
- a ☑ thinks humans are responsible for the problems the Earth is currently facing.
- b ☐ thinks the world does not have any problem
- c ☑ is worried about how much water we wil have in the future.

3 Carol...
- a ☐ is uncertain about the impact of humans on the planet.
- b ☑ thinks the disposal of garbage is connecte to the extinction of some species.
- c ☑ thinks Lionel has a good point.

4 Carol and Lionel...
- a ☑ are worried about the future of the planet
- b ☐ agree that we should worry about extreme weather.
- c ☐ think humans are responsible for fixing the planet's problems.

4 Write some predictions for your future or the future of the planet using the time expressions below. Open answers.

1 ______________________ any day now.
2 ______________________ eventually.
3 In the near future, ______________________.
4 Sooner or later, ______________________.
5 ______________________ in my lifetime.

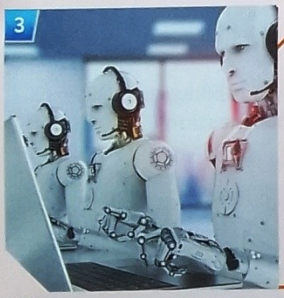
5 Answer the questions with your opinion. Use adverbs of probability and time expressions.
Open answers.

Will humans ever travel to Mars? If so, how? If not, why?

____
____
____
____

Will humans start eating pills instead of real food? If so, why? If not, how can we avoid food shortage in the future?

____
____
____



Will robots take our place in the workforce? If so, where will humans work? If not, why?

____
____
____

Will doctors use virtual reality to treat patients? If so, how? If not, will they use other types of technology?

____
____
____

6 Complete the prediction below with the correct form of *will* when necessary and the verbs from the box.

be (2x) continue develop have to need

I think a lot of things (1) will be different in the future, especially concerning technology. We (2) will develop safer cell phones and we (3) won't need to use real money anymore, just digital money. But I also think the world (4) will continue to have problems with pollution and climate change. That's why we (5) have to protect our natural resources now, otherwise we (6) won't be able to live on this planet anymore.

7 In your opinion, what does the future hold? Write a paragraph including your predictions for the future of... Open answers.

- sports;
- education;
- travel;
- entertainment.

____
____
____
____
____

Extension

Review 4

1 Match the words and expressions to their definition.

1 face problems
2 hold (someone) accountable for
3 run out of
4 become extinct
5 dispose of

a [5] to throw away
b [3] to have no more of something
c [4] to stop existing
d [2] to be responsible for
e [1] to experience difficulties

2 Complete the sentences with the expressions from activity 1. Make the necessary changes to fit them in the sentences.

1 There is a correct way to dispose of every type of garbage.
2 The Earth is facing problems because of global warming.
3 We should hold factories accountable for the amount of pollution in the world nowadays.
4 We are on the verge of running out of clean water to drink. We must do something now.
5 Some types of plant will possibly become extinct if we don't protect them.

3 Complete the prediction with the verbs from the box and the correct form of *will*.

be have improve live
produce speak there be

I think our world (1) will be very different in the future. Technology (2) will improve and everyone (3) will speak at least three languages in a more globalized world.
I also believe people (4) will live longer because (5) there won't be diseases that can't be cured. And I also think we (6) will have peace because countries (7) won't produce weapons anymore. At least that's what I hope for the near future.

4 Read the dialogue and circle the correct adve of probability to complete the sentences.

Horatio: I don't know if I'll go to the party. If I go, wi see you there?

Claudia: I'll (1) **certainly / [✓ probably]** go, but I have to finish the Science project first. If I don't go, we ca meet next weekend. How about a movie?

Horatio: That's a good idea. There is a new superhero movie you will (2) **possibly / [✓ definitely]** like. I know you love superheroes.

Claudia: Great! Do you know where it's playing?

Horatio: It's playing near Providence Street. I will (3) **certainly / [✓ possibly]** take the subway or maybe I'll get a ride from my dad. Do you want to come along

Claudia: Of course! I'll text you.

5 29 Listen to two friends talking about the future and complete the questions they asked.

1 Will we live in space?
2 Will we eat real food?
3 Will cars fly?
4 Will technology be safer?
5 Will there be any diseases?

6 Write your own answers for the questions from activity 5. Open answers.

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________

Video The Climate Heroes

1 Watch the video about young people from California and check the best statement to describe what it is about.

a ☐ Young people who want to become firefighters.
b ☐ A competition for young people to find a way to stop forest fires.
c ☑ A competition for young people to find solutions to problems related to climate change.

2 Answer the questions about the video.

1 What is the Forest Guard project?
It is a system to detect fires as early as possible.

2 How does the Forest Guard system work?
Cameras connected to the internet are installed in the forest, so anyone can see when there is a fire and call the fire department.

3 Watch the video again and check whether the following statements are true or false.

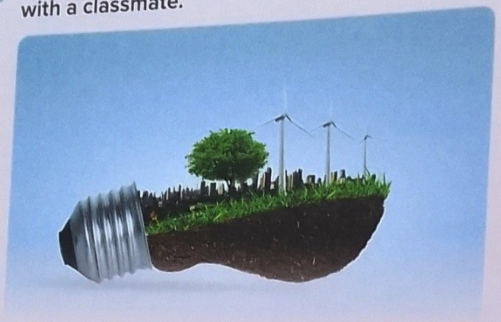
	True	False
1 The students choose forest fires as their problem.	✓	
2 The students want to visit Spain.		✓
3 The students created a way for the public to help when there is a forest fire.	✓	
4 You need special training to become a Forest Guard.		✓
5 The students didn't win the competition in Copenhagen.		✓

4 Analyze the statement in groups: "Children are better than adults at solving problems.". Then write the main topics discussed and share your ideas with the rest of the class. Open answers.

5 Project Time! Follow your teacher's instructions and do as proposed.

CLIL What Is a Renewable Energy Source? (Science)

1 **Look at the image and discuss the questions with a classmate.**



1 Have you ever seen windmills? Open answers.

2 What do you think windmills are for? Open answers.

3 How do windmills work? When the wind blows, windmills capture its energy. Then the blades of the windmills rotate and produce electricity.

4 What is the energy source for windmills? The wind.

2 **Read the text and fill out this organizer with the renewable energy sources mentioned in the text.**

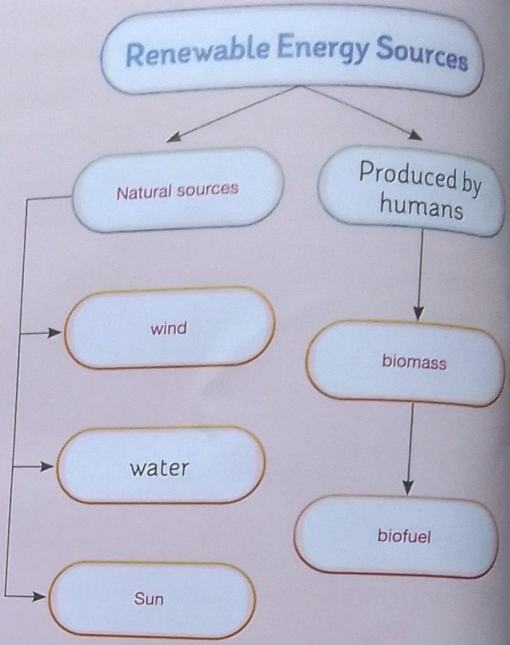
Renewable energy sources

An energy source is any material or natural resource that can be used to produce energy. Sometimes the energy produced from a source is used directly. In other cases, it can be changed into different types of energy that are easier to use. For example, many energy sources are used to produce electricity.

There are two categories of energy sources: renewable and nonrenewable. This depends on how easy it is to replace the resources needed to produce energy.

New technology allows us to harvest energy from natural sources: the Sun, water and the wind. In recent years, there has been growing interest in biomass and biofuels, produced by humans. Biomass is the name given to dead leaves, branches or other plant remains from forests. Biomass can be used to produce energy directly via combustion or as raw material for biofuels. Biofuels are made out of plant remains or agricultural and industrial waste.

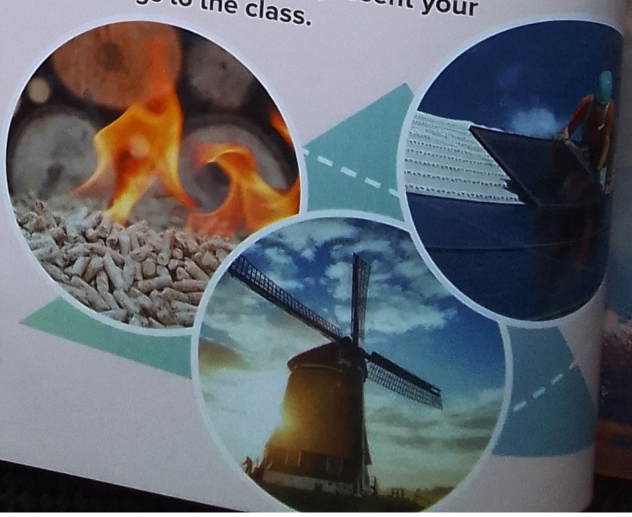
These energy sources are renewable and can be quickly replaced.



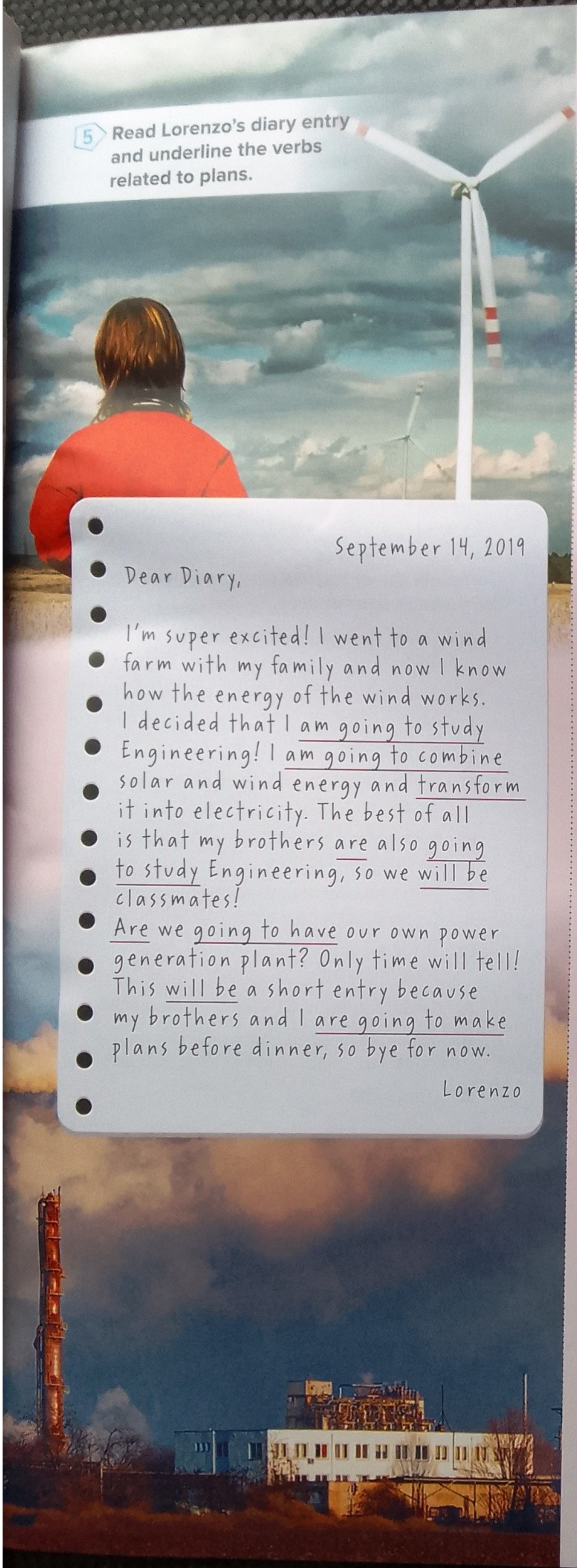
3 **What are the differences between biofuel and biomass? Write them here.**

Biofuel	Biomass
• made out of plant remains or agricultural and industrial waste • it can use biomass as a source of energy	• dead leaves, branches or othe plant remains from forests • it can produce energy vi combustion or as raw materia for biofuels

4 **Work in groups. Research a renewable energy source. Then present your findings to the class.**



5 Read Lorenzo's diary entry and underline the verbs related to plans.



September 14, 2019

Dear Diary,

I'm super excited! I went to a wind farm with my family and now I know how the energy of the wind works. I decided that I am going to study Engineering! I am going to combine solar and wind energy and transform it into electricity. The best of all is that my brothers are also going to study Engineering, so we will be classmates! Are we going to have our own power generation plant? Only time will tell! This will be a short entry because my brothers and I are going to make plans before dinner, so bye for now.

Lorenzo

6 **Answer the questions according to Lorenzo's diary entry. Use full sentences.**

1 What is Lorenzo going to combine in order to produce electricity?

Lorenzo is going to combine solar and wind energy.

2 Why are Lorenzo and his brothers going to become classmates?

Because his brothers are also going to study Engineering.

3 What question does Lorenzo ask himself?

"Are we going to have our own power generation plant?"

4 When are Lorenzo and his brothers going to make plans?

They are going to make plans before dinner.

7 **What are you going to do in the future to help the environment? Write your answer in the space below. Then share it with a classmate.**

Open answers.

8 **Discuss these questions in groups of three. Report your conclusions to the class.**

1 Are renewable energy sources going to replace oil, coal and other nonrenewable sources? If so, how? If not, why?

2 Are renewable energy sources going to reduce carbon dioxide emissions and pollution? If so, how? If not, why?

3 Are governments going to force industries to switch to renewable energy sources? If so, how? If not, why?

4 What is going to happen to industries that refuse to switch to renewable energy sources?

Pluriliteracy Skills

Maps include a lot of information: cardinal directions, scales, relevant places (such as stadiums, hospitals, airports and museums), capitals and secondary cities, political divisions, road names, latitude, longitude, distances, topographic features, borderlines, parallels, meridians, coasts, oceans, water bodies and much more. Have you ever needed to use a map? If so, when was that and what did you use it for?

Language Reference Unit 1

Verb Patterns

When there are two verbs in a sentence, the first verb determines the form of the second verb.

Certain verbs in English are followed by **gerunds** (*-ing* form). Some of these verbs are: avoid, stand, consider, decide, deny, mind, enjoy, imagine and risk.

Pamela **enjoys** surf**ing** the web.
It's very hot here. Do you **mind** open**ing** the window?

Other verbs are followed by the **infinitive** (***to*** **+ verb**). Some of these verbs are: afford, decide, hope, learn, plan, manage, need, offer and want.

I can't **afford to buy** a first-class ticket.
I don't **want to go out** tonight.

1 **Check the correct options to complete the sentences.**

1 Camila and Leo are planning _______ to Japan this summer.
a ☑ to travel b ☐ traveling

2 They decided _______ to London on their next vacation.
a ☑ to go b ☐ going

3 I don't mind _______ the dishes after dinner.
a ☐ to wash b ☑ washing

4 Dave can't imagine _______ without his smartphone.
a ☐ to live b ☑ living

5 Mom enjoys _______ tennis with dad.
a ☐ to play b ☑ playing

6 We are hoping _______ tickets to the football match.
a ☑ to get b ☐ getting

2 **Complete the dialogues with the correct form o the verbs in parentheses.**

1 **A:** I need _to borrow_ (borrow) your laptop. Is that OK?
B: Sure! But would you mind _returning_ (return) it tomorrow?
A: No problem!

2 **A:** I can't afford _to travel_ (travel) on my vacations.
B: Me neither. I wouldn't risk _spending_ (spend) so much money now.

3 **A:** I am a bit overweight, so I have decided _to go_ (go) on a diet.
B: Good for you! I should avoid _eating_ (eat) fatty foods too.

4 **A:** I want _to speak_ (speak) to the manager.
B: I'm afraid he's busy right now. Would you consider _talking_ (talk) to me instead?
A: That's OK!

Gerunds

Gerunds (*-ing* nouns) can be used as the **subject of a sentence**.
Exercising is good for your health.
Listening to classical music is relaxing.
Traveling around the world is cool.

Unit 2

Comparative Adjectives

Comparative adjectives are used to **compare two elements**.

My new car is **bigger than** the old one.
Your smartphone is **more modern than** mine.

With most one-syllable adjectives, we add ***-er*** to the adjective and ***than*** after it. With most adjectives with two or more syllables, we use ***more*** before the adjective and ***than*** after it.

long	long**er than**
expensive	**more** expensive **than**

Spelling Rules

With one-syllable adjectives ending in **vowel + consonant**, double the final consonant and add **-*er***.

big	big**ger**
hot	hot**ter**

If the adjective ends in **e**, just add **-*r***.

nice	nice**r**
large	large**r**

With two-syllable adjectives ending in **y**, replace the **y** with **i** and add **-*er***.

pretty	prett**ier**
busy	bus**ier**

Irregular Comparative Forms

good	**better**
bad	**worse**
far	**farther/further**

1 Write sentences using the prompts and comparative adjectives.

1 learning Chinese / difficult / learning English

Learning Chinese is more difficult than learning English. / Learning English is more difficult than learning Chinese.

2 text messages / economical / phone calls

Text messages are more economical than phone calls.

3 the spring / pretty / the fall

The spring is prettier than the fall. / The fall is prettier than the spring.

4 a car / small / a truck

A car is smaller than a truck.

5 Venus / hot / the Earth

Venus is hotter than the Earth.

6 being a firefighter / dangerous / being a secretary

Being a firefighter is more dangerous than being a secretary.

2 Complete the sentences with the comparative form of the adjectives in parentheses.

1 Rachel speaks English better than (good) her parents.

2 A BMW is more expensive than (expensive) a Corolla.

3 Some people think São Paulo is more dangerous (dangerous) than Amsterdam.

4 Miami is warmer than (warm) Toronto.

5 Pizza is probably more fattening (fattening) than any type of salad.

6 Basketball players are usually taller than (tall) soccer players.

Superlative Adjectives

Superlative adjectives are used to **compare one element to two or more elements**.

My friend James is **the sweetest** person I know.
Sarah is **the most intelligent** student in our class.

With most one-syllable adjectives, we use ***the*** before the adjective and add ***-est*** to it. With most adjectives with two or more syllables, we use ***the most*** before the adjective.

tall	**the tallest**
exciting	**the most** exciting

Spelling Rules

With one-syllable adjectives ending in **vowel + consonant**, double the final consonant and add ***-est***.

big	big**gest**
thin	thin**nest**

If the adjective ends in **e**, just add ***-st***.

fine	fine**st**
rare	rare**st**

With two-syllable adjectives ending in **y**, replace the **y** w
i and add ***-est***.

funny	funn**iest**
lucky	luck**iest**

Irregular Superlative Forms

good	**best**
bad	**worst**
far	**farthest/furthest**

3 Complete the sentences with the superlative form of the adjectives in parentheses.

1 The Louvre is considered by many to be the best (good) museum in the world.
2 Kanpur, in China, is one of the most polluted (polluted) cities in the world.
3 The Nile and the Amazon are the longest (long) rivers on Earth.
4 The Burj Khalifa, in Dubai, is the tallest (tall) building in the world.
5 Mount Everest is the highest (high) mountain in the world.
6 My father is the most intelligent (intelligent) person I know.
7 I think Japanese is one of the most difficult (difficult) languages to learn.

4 Complete the sentences with the superlative form of the adjectives from the box.

bad beautiful difficult
expensive famous good

1 The most famous painting in the world is probably the *Mona Lisa*. Everybody knows it.
2 To me, Rio de Janeiro is the most beautiful city in the world. Do you agree?
3 Brazilians love soccer. They think it is the best sport of all.
4 The food there was absolutely horrible! It was the worst meal ever.
5 This BMW is the most expensive car I've ever driven.
6 I got a very low grade in the Math test. It was the most difficult test I have ever taken.

Comparative of Equality

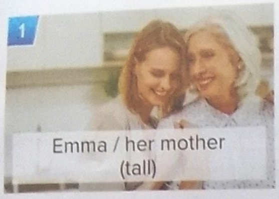
Use ***as* + adjective + *as*** to say that two things are **equal** in some way.

Cathy is **as tall as** John.

Use ***not as* + adjective + *as*** to say that two things are not the same.

Our new house is **not as big as** the old one.

5 Look at the images and write sentences using *(not) as... as.*

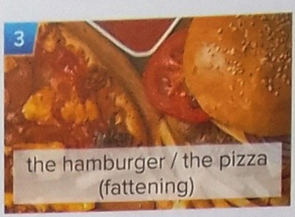
1


Emma is as tall as her mother.

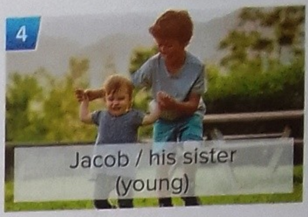
2

Charles / Oliver
(strong)

Charles isn't as strong as Oliver.

3


The hamburger is as fattening as the pizza. / The pizza is as fattening as the hamburger.

4


Jacob isn't as young as his sister.

Not Enough

Use ***not*** + **adjective** + ***enough*** to say that something **lacks the level or amount that is needed.**

Andy is only fourteen. He is **not old enough** to drive.
It is zero degrees. It's **not warm enough** to go outside.

6 Rewrite the following sentences using *not... enough* and the adjectives given.

1 The kids are too young to play by themselves. (old)
The kids aren't old enough to play by themselves.

2 Andrew is too short to play on the basketball team. (tall)
Andrew isn't tall enough to play on the basketball team.

3 These pants are too short for me. (long)
These pants aren't long enough for me.

4 My new school is too far to walk or bike to. (close)
My new school isn't close enough to walk or bike to.

Unit 3

Countable and Uncountable Nouns

Countable Nouns	Uncountable Nouns
Affirmative	
There is **an** apple. (one) There are **some** apples. (indefinite quantity) There are **a few** apples. (some) There are **few** apples. (not many) There are **lots of/a lot of** apples. (many)	- There is **some** cheese. (indefinite quantity) There is **a little** cheese. (some) There is **little** cheese. (not much) There is **lots of/a lot of** cheese. (much)
Interrogative and Negative	
How many apples are there? There aren't **many** apples. Are there **any** apples? Yes, there are **(some)**. / No, there aren't **(any)**.	**How much** cheese is there? There isn't **much** cheese. Is there **any** cheese? Yes, there is **(some)**. / No, there isn't **(any)**.

Countable nouns have a **singular** and a **plural form** and can be preceded by ***a*** or ***an***.
Uncountable nouns are things referred to as a **whole or mass** and **do not have a plural form**.

1 Check the correct options to complete the sentences.

1 There ______ furniture in our new apartment.
a ☐ aren't any
b ☑ isn't any
c ☐ isn't some

2 ______ there ______ hot water in the kitchen tap?
a ☑ Is / any
b ☐ Are / any
c ☐ Is / some

3 There ______ new clothes in your closet!
a ☐ are much
b ☑ are a lot of
c ☐ is a lot of

4 ______ there ______ TVs in the house?
a ☐ Are / some
b ☑ Are / any
c ☐ Is / any

2 Circle the correct options to complete the sentences.

1 **A:** How [✓ much] / **many** chocolate milk do you w
B: Just a [✓ little] / **few**.

2 We don't have [✓ any] / **some** fruit or vegetables at home. Let's go buy [✓ some] / **any**!

3 **A:** What do you want for breakfast, darling?
B: [✓ Some] / **An** orange juice, [✓ a] / **some** piece of toast and **much** / [✓ some] cheese.

4 **A:** How **much** / [✓ many] eggs are there in the fridg
B: Only a **little** / [✓ few], I think.

5 Samuel eats **much** / [✓ lots of] green leaves and vegetables. He doesn't eat [✓ much] / **many** meat.

6 **A:** Do you drink [✓ much] / **many** coffee?
B: Not, not **many** / [✓ much]. Just [✓ a few] / **little** cup a day.

Indefinite Pronouns

	People	Objects	Places
every-	**Everybody** loves her. **Everyone** liked the movie.	Money isn't **everything**.	He's traveled **everywhere**.
some-	**Somebody** rang the bell. There's **someone** at the door.	Please, do **something** to help!	My key is **somewhere** in my car.
any-	**Anyone** can do it! I didn't see **anybody**. Do you know **anyone** here?	**Anything** is possible! I didn't have **anything** to eat. Is there **anything** I can do?	Sit **anywhere** you like! I can't find it **anywhere**! Did you go **anywhere** fun?
no-	**Nobody** likes being criticized. **No one** enjoyed the concert.	There's **nothing** in this box.	There's **nowhere** to sit here.

Indefinite pronouns are used to refer to **people**, **objects** and **places** without saying exactly who, what or which place they are.

The pronouns ending in **-body** or **-one** refer to **people**.
The pronouns ending in **-thing** refer to **objects**.
The pronouns ending in **-where** refer to **places**.

3 Complete the sentences with the pronouns from the box.

anything anywhere everybody everywhere nobody nothing someone something

1 What would you do if someone lied to you?
2 Could you help me? There's something in my eye.
3 I have looked everywhere, but I simply can't find my wallet!
4 You shouldn't go anywhere without your documents.
5 I'm so bored! There's nothing good on TV tonight.
6 If everybody is ready, let's start playing the game
7 I like my coffee hot and strong. I don't like anything in it.
8 We knocked on the door but nobody answered.

Unit 4

Future with *Will*

Affirmative		Negative		Interrogative			Short Answers
I	**will be** wiser.	I	**will not/won't use** fossil fuels.	**Will**	I	**save** the planet?	Yes, I will. / No, I won't.
You		You			you		Yes, you will. / No, you won't.
He		He			he		Yes, he will. / No, he won't.
She		She			she		Yes, she will. / No, she won't.
It		It			it		Yes, it will. / No, it won't.
We		We			we		Yes, we will. / No, we won't.
You		You			you		Yes, you will. / No, you won't.
They		They			they		Yes, they will. / No, they won't.

Will is used to make **predictions about the future**.

It can be used with expressions like *I think*, *I guess* and *I hope* and with adverbs of probability, such as *possibly*, *probably*, *certainly* and *definitely*.

I hope scientists **will be** able to save endangered species.
Earth **will** probably **run out** of water in the near future.
I think there **will be** flying cars twenty years from now.

1 Complete the sentences with the verbs from the box and the correct form of *will*.

become find finish happen move run out survive there be (2x)

1 I guess people will move to Mars.
2 There won't be any more fossil fuels.
3 I hope scientists will find the cure for all diseases.
4 What will happen to the planet if the temperature continues to rise?
5 I believe there will be wars in the future.
6 Will many fauna and flora species become extinct? I hope not!
7 I don't think we will run out of water.
8 The human race won't survive unless we change the way we treat the planet.
9 When will this project finish? It feels endless.

2 Complete the sentences with the adverbs from the box so that both sentences mean the same.

certainly definitely possibly probably

1 There is a good chance that robots will take over the world.
Robots will probably take over the world.
2 Scientists are sure that they will find the cure for cancer soon.
Scientists will definitely find the cure for cancer soon.
3 It is possible that people will eat pills in the future.
People will possibly eat pills in the future.
4 I'm certain that cars will run on electricity in the near future.
Cars will certainly run on electricity in the near future.

Glossary

UNIT 1

analytical	using logical reasoning
avoid	to keep away from someone or something
backflip	a backward jump in the air with arms and legs stretched
balanced	in good proportions
cartwheel	a circular side movement with the arms and legs extended
commentator	a person who comments on sports events
dodgeball	a game in which players in teams try to hit the opponents with a ball
dribble	to take the ball past opponents with slight movements
field	an area marked out for a game or sport
jumping jack	a jump done from a standing position with legs spread and arms raised and then back to the original position
lean	to bend one's body in a particular direction
marathon	a race of forty-two kilometers
match	a sports competition in which two people or teams compete against each other
parlor	a store that sells something or provides a service
push off	to exert pressure against something so that it starts moving
quit	to stop an activity permanently
race	a competition between runners, vehicles etc.
refuse	to not accept something
score	to gain points in a competition
stadium	a building for sports events which consists of a field surrounded by rows of seats
stand	to endure or tolerate
stretch	to extend one's body to tighten the muscles
take over	to assume control of something
technical	having knowledge of a mechanical or scientific subject
thigh	the part of the human leg between the hip and the knee
tie	when the competitors of a game have the same number of points
warm up	to prepare the body for physical activity by exercising gently
wrist	the joint that connects the hand and the forearm

UNIT 2

adorable	being extremely charming or appealing
ancient	belonging to a very distant past
aware	having perception or knowledge of something's existence
behavior	the way someone acts or conducts themselves, especially towards other people
blind	not capable of seeing
blindfold	to tie a piece of cloth around the head to cover the eyes
cloth	a piece of fabric
confident	feeling or showing confidence in one's qualities and abilities
gesture	a movement of a part of the body to express an idea or feeling
hear	to listen or to pay attention to
nonverbal	not involving or using words or speech
pet peeve	something that someone strongly dislikes and that makes them especially annoyed
pose	to assume a body position
RPG	stands for role-playing game, a game in which people assume the roles of characters
smell	to detect the odor or scent of something
sound	to give a particular impression when heard
taste	to have a particular flavor
touch	to come into contact with something using the hand or finger

UNIT 3

afterwards	at a later time
amount	the quantity of something
bakery	a place where bread and cakes are made and sold
bottle	a glass or plastic container used for storing liquid
can	a cylindrical metal container
canned food	food that is preserved and sold in cans
carton	a small, light container for storing drinks or food
chef	a skilled professional cook
container	a recipient for holding or transporting things
convenience store	a shop with extended opening hours that sells a limited number of household goods and food
cupboard	a piece of furniture for storing plates, food etc.
curry	a type of Indian food made with meat, vegetables and curry powder; an Indian mixture of spices
dairy	products whose base is milk
deal	a good price
dish	a type of food which is served as part of a meal
effective	successful, working as planned
fit	in good physical shape
head	a compact mass of leaves, such as lettuce
jar	a cylindrical glass container used to store food
pasta	Italian food made from flour, eggs and water and cut into a variety of shapes
preheat	to heat, especially an oven beforehand for baking something
produce	to make or grow something to be sold
raw	not cooked
recipe	instructions for preparing a particular dish
rehearse	to practice for a later public performance
seafood	sea animals that can be eaten

slice a thin broad piece of food, such as bread or pizza

spoonful as much as can be contained in a spoon

street market an area in the street with stalls where vendors sell products

strict something that must be obeyed

vending machine a machine that dispenses small items, such as food or drinks, when money is inserted

worldwide everywhere in the world

UNIT 4

accomplish to succeed in doing something

accountable responsible

argue to give reasons or evidence to support an idea

billboard a large outdoor board used for advertising

claim to state that something is true even though there is no proof

compelling evoking attention

consumption the action of using up a resource

current happening now

deforestation the action of clearing a wide area of trees

discard to throw away

dispose of to throw something away, sell it or give it to someone else

ecofriendly not harmful to the environment

endangered at risk of extinction

evidence signs or indications of something

extinct having no living members; no longer in existence

fuel a substance that is burned to produce heat or power

overpopulation the condition of being populated in excess

pessimistic tending to see only the bad aspect of things

renewable not extinct when used because it is naturally replaced

resource a stock of materials

run out to use all of something

severe very bad or serious

shortage a situation in which something that is needed cannot be obtained

skeptical having doubts, doubtful

sprawl a group of something spread out in an irregular way

weapon an object that is used to fight with or to attack someone

workforce the people available for work

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Introduction

A Message to Teachers

Dear teachers,

The English language can be the door to a number of opportunities, and being a teacher, you can truly inspire students and engage them in a life-long commitment to learning. The ***English Experience*** series allows you to explore an array of contexts and topics and provides you with ideas and tasks that can enrich your practice as an educator, positively impacting the life of numerous preteens and teenagers by acting as a catalyst for change through the use of this series. We believe that teachers can change the world through the achievements of their students, and by teaching them English, it is possible to help students become better communicators, more sensitive citizens, more critical human beings and more engaged individuals.

The role of teachers should be that of a guide, a facilitator and an instructor—not the source of all knowledge. By seeing your role as that of a facilitator, you will be able to help your students become more independent by guiding them into acting creatively and thinking critically when faced with challenges.

A teacher can be a powerful role model, so it is also important to constantly reflect upon your own communication and critical thinking skills, as well as upon your level of engagement. The way you demonstrate these abilities and your passion towards teaching and learning can go a long way, maximizing the potential of any material you use.

In the ***English Experience*** Teacher's Guide, you are going to find ideas to enrich your teaching practice and input for reflection that will prompt you to constantly consider your role and reassess your beliefs about the teaching and learning process. Your attitude can certainly impact the success of your students by generating engagement, promoting a respectful and fruitful learning environment, helping them develop both cognitive and social and emotional skills and providing them with a consistent role-model of fairness, sensitivity, collaboration and respect.

We hope you and your students enjoy working with ***English Experience***!

Overview of the Series

The goal of the ***English Experience*** series is to innovate the process of learning a foreign language by turning students into empowered citizens who can better understand their role in an ever-changing world. The series brings a range of materials and activities that will expose students to current and meaningful topics—both for their local realities and from a global point of view—and invite them to develop the necessary abilities to communicate effectively in a globalized society. All the work is contextualized and focuses on communication, so what students learn is actually meaningful to their realities. In this process, students will be invited to compare different cultures and perspectives, explore the language that people actually use, design and create their own projects, reflect on relevant events and issues, pose meaningful questions and act like real protagonists of their learning.

Creating an environment where this kind of learning can be achieved is an important step towards a more effective framework for international education. In 2015, UNESCO released a publication entitled *Global Citizenship Education: Topics and Learning Objectives* to guide educators who wish to prepare learners for the challenges of the 21st century. One of the key elements mentioned in this document, which is also one of the guiding forces of the ***English Experience*** series, is the importance of considering *how* students learn—and not just focusing on *what* they learn. Ensuring that the learning process revolves around the students themselves, giving them a voice to tell their own stories and connecting new content with their lives are pivotal to the process of raising awareness of what meaningful citizenship should be today. In this series, you will find the necessary resources to raise students' awareness to the fact that we all belong to a broader community and are all united by a common humanity, thus developing skills like tolerance, mutual respect and critical thinking through effective communication in English.

Overarching Principles

The ***English Experience*** series was developed to foster learning in a learner-centered model, based on content that is relevant, useful, current and that can be turned into active knowledge and true understanding. It places students as the protagonists of their learning and global citizens who need social and emotional skills so as to actively contribute to both local and global issues. In order to do so, the series encourages students to join the maker movement and experiment with the scientific method to develop higher-order thinking skills and the autonomy they will need in their future. The following topics present the most prominent overarching principles of the series.

Students as Protagonists

In the contemporary world, it is essential for people of all ages to act as protagonists and leaders in the situations with which they are faced. However, in order for learners to be able to do so, schools have to allow them, from a very young age, to make decisions and actively take part in relevant and meaningful contexts, so it is essential to foster skills such as critical thinking, problem-solving, autonomy and creativity.

English Experience guides learners to behave in a more autonomous way. Autonomy is directly related to the ability of asking the right questions and understanding the need to be fully prepared and constantly learning. Teachers have the challenge of both asking questions that trigger deep thinking and empowering students to come up with their own questions, for which they should look for the answers themselves (instead of waiting for someone else to give them these answers). Questions can be asked with a number of objectives, such as to assess previous knowledge, check understanding, create curiosity, encourage concentration, promote participation and generate further knowledge. With ***English Experience***, students have the chance to analyze content carefully before coming up with their questions and are encouraged to ask questions that can act as catalysts.

When students are taught how to be autonomous and treated as agents of their own learning, the relevance of what is being taught becomes clearer, which makes it easier and more natural for them to not only acquire such knowledge but also apply it in an array of contexts. In ***English Experience***, we want to allow learners to be the main characters of their own stories.

Students as Global Citizens

An increasingly globalized society is putting pressure on education to help learners become global citizens. This means that students should not only be aware of the context that immediately surrounds them (i.e., the issues that are relevant to their local realities) but also learn about how these same issues are present and dealt with in different cultures and localities and understand that being part of a globalized world means respecting and preserving individualities while seeing things from a broader perspective, with a view to developing empathy and realizing we are all connected by the common humanity we share. Watanabe-Crockett (2015) says that this means that it is important to create a pattern that allows students to go from a local to a global perspective. When learning is local, it promotes authenticity and responsiveness. However, when students collaborate and reach out to help solve global challenges, as they are often encouraged to do in this series, they first need to employ self-knowledge—which comes from their local understanding—to see themselves as agents of change. Their global connections can be maximized when self-directed learning is promoted, especially in a context where data access is constantly increasing. Global learning, therefore, relies on the use of digital technology, and even more than that, on digital literacy to build bridges between local and global perspectives.

Students and Social and Emotional Learning

> To succeed in a world of automation will require being as unmachinelike as possible. The entire education system will need to be retooled around no longer teaching kids what to think but how to think. Memorization of facts is pointless in a world where everyone carries around the entire knowledge base of the human species on their person. The challenge is not information storage but information processing. It's not about information itself but how to use information. (SANTENS, 2017)

As Santens points out, having access to information is no longer a distinctive feature. Students need to learn how to create their own knowledge, for which they need to know how to assess information, comparing, contrasting and expanding it. In order to do so, cognitive skills are not enough.

If students are expected to succeed in the 21st century, the learning process cannot, under any circumstances, be solely centered on cognitive skills. Although their importance cannot be questioned, these skills alone do not prepare learners for the situations they will have to face both in and out of school. It is thus essential to develop their social and emotional learning. In this context, learning English goes beyond understanding grammar, lexis, pronunciation and discourse. It encompasses elements that aim at enabling students to become global citizens. Some of these elements involve thinking critically and creatively, coming up with solutions to problems, analyzing challenges and designing innovative tools. These are skills that can help them become more than just receivers of information and equip them to actively change the world.

The ***English Experience*** series helps students reflect on and put into practice a multitude of social and emotional learning skills, such as self-motivation, organization, open-mindedness and resilience, which will be essential for them to recognize their own emotions (as well as other people's), solve problems and build respectful relationships. As described by Blad (2017), this may continue to provide benefits for students for months, or even years, after they have had these experiences. The author also reports that recent research shows that students who completed social and emotional learning interventions fared better than their peers who did not participate in those practices according to a variety of indicators—including academic performance, social skills and avoidance of negative behaviors. In summary, research indicates that social and emotional learning participants outperform their peers in both the social and academic realms. These are some of the reasons why the ***English Experience*** series believes it to be so important to teach students about emotions, relationships and conflict resolution, significantly shifting how education is thought about.

Students and the Maker Movement

When teaching is centered on making students memorize information, they are not able to properly understand it (i.e., transfer what they have learned to different contexts). However, when teaching allows students to deal with contents in practice, they have the opportunity to test their hypotheses and come up with new ones.

Wagner (2012) highlights a pattern regarding successful innovators: a childhood of creative play that led to the development of diverse interests and curiosities. Another trend Wagner found was that these innovators have the ability to persevere and learn from failure. The whole idea of trial and error is something that might be contradictory to some formal systems of education, but it is essential to the maker movement. Learning happens mostly through making, doing, building, shaping, reshaping, and ultimately, creating. In ***English Experience***, students spend valuable time working on projects that integrate different subjects that are traditionally separated in academic settings.

Additionally, students are encouraged to find their passions and arouse their curiosity. They have the opportunity to experiment with a cycle that promotes reiteration: trying something again until it works, and then, once it works, making it better, all the while reflecting on these steps. Learners need to organize their thoughts and resources (digital or otherwise) to individually or collectively find and build practical solutions for the problems they identify. This kind of education contributes to the development of practical skills, but its main objective is to develop problem-solving skills.

Having the maker movement as a principle, the series believes that learners should be taught how to break down ideas into smaller components to figure out a plausible first step. They become familiar with tools as well as with the process of finding, assessing and using information to teach themselves how to do whatever they want to do and make whatever they want to make.

Students and the Scientific Method

In order to develop critical thinking skills, students need to realize that merely thinking that something is true is not enough. Sharing their opinions is essential, but these opinions should be based on facts duly checked and analyzed.

The scientific method encourages students to engage in reasoning tasks through active learning. Schneider and Blikstein (2015) state that students who discover scientific concepts by themselves create deeper and more meaningful knowledge structures, which are then easier to transfer to new contexts. Therefore, students should learn how to pose the right questions, collect and analyze data in order to draw conclusions and connect the diverse ideas that they have access to. Hypothesizing is the key to becoming a solution provider, and in this series, students will be given the chance to come up with a range of hypotheses and check their validity by themselves.

As Brown (2004) states, "the objectives of a curriculum are not limited to linguistic factors alone but also include developing the art of critical thinking". In this series, students are constantly encouraged to consider their own relationship to a topic and how they personally fit into the given context. The development of some of the characteristics of critical thinkers identified by Ennis (2003) underlies the development of ***English Experience***, which gives students the tools to formulate plausible hypotheses, ask clarifying questions, judge the credibility of their sources, develop and defend reasonable opinions and question their assumptions—just to name a few skills.

Theoretical Background

English Experience has been developed based on sound and contemporary theories about education and language acquisition. It is based on knowledge concerning how foreign languages are learned, the role of teachers, 21st-century skills and effective pedagogical models. The sessions in the series clearly display how these theories have influenced the selection of sources and topics, the way they have been explored for both language and cognitive development, the nature of the tasks, the depth of the questions and the suggestions made in the Teachers' Guide.

Following the principles of teaching and learning presented by Vygotsky (2012), ***English Experience*** does not ask students to do activities and perform tasks that only require of them what they can already easily do, since that would impair learners' motivation and involvement. Understanding that learning is a social process, the series focuses on activities and tasks that aim at developing what Vygotsky called "zone of proximal development", building on students' previous knowledge to provide them with the tools they need to do things that they were not able to do previously.

Moreover, the series is also based on Piaget's constructivist theory. By putting students in situations in which they still do not have all the knowledge necessary to solve a certain issue or answer a certain question, ***English Experience*** makes them feel curious and stimulated, as they are faced with a challenge or a knowledge gap relevant to their context, motivating them to solve it.

The inductive approach is one of the key elements in the series and it establishes how students are encouraged to create hypotheses and analyze data in the realms of language too. In this process, students are challenged to start with an observation of how a given linguistic phenomenon occurs in order to search for patterns and then develop explanations for those patterns through a series of hypotheses. By posing key questions to raise awareness of how the English language behaves in real use, ***English Experience*** guides learners to notice features and patterns that can help them discover the rules in a more autonomous way, which also places them as protagonists in their own learning processes.

Language is therefore contextualized, and examples are extracted from English in use, whether in spoken or written texts. These contexts always revolve around themes, situations and topics that are familiar and relevant to students, and the language used becomes gradually more challenging throughout the series. The topics act as a springboard for the exploration of language that is actually used by this age group, including spontaneous expressions (slang words) and phonological phenomena. However, the contexts are not limited to exposing students to language; they also encourage the development of social-emotional skills and critical thinking by boosting learners' curiosity and reactions.

Since the topics of the units—especially the texts they present—are meaningful and relevant, they serve as natural triggers for spontaneous communication. The series focuses on a communicative approach towards language learning and suggests contexts where language comes through as students feel the need to communicate real meaning, hence conveying a message is more important than mechanically practicing isolated items and structures. The situation, the roles of the speakers, the setting and the register play a major role in the process, and practice activities are presented in settings with clear communicative purposes. In every unit, learners have opportunities to interact and naturally use the language as the four macro skills—speaking, listening, reading and writing—are practiced.

The kinds of contexts proposed and the amount of interaction promoted will naturally prompt students to become more aware of the diversity in their own groups, as well as learn from each other in an environment of total collaboration, mutual respect and fairness. Diversity in education represents a broad range of ideas to create safe learning environments. Teachers and students recognize, foster and develop sensitivity and empathy to the needs of various people as they learn from each other and become more prepared to celebrate differences.

In the **English Experience** series, we also rely on principles of task-based learning to encourage students to totally focus on a task that is fun, meaningful and contextualized, using the language as a means instead of practicing specific items in an isolated manner. Lessons revolve around the completion of a task for which the language to be used is not predetermined. Learners then resort to the language and communicative strategies they think are most appropriate to accomplish that task, negotiating meaning and producing something new as their linguistic resources arise.

English Experience refers to situations that are relevant to an individual who wishes to meet the challenges and opportunities of today's world, considering the knowledge, literacies and proficiencies that might work as a springboard for a holistic development. The tasks and activities in the series work with aspects that are not merely linguistic and give students opportunities to develop 21st-century skills such as creative thinking, collaboration, critical thinking, communication, flexibility, initiative, empathy, openness to new experiences and leadership. This can only be achieved because the interaction encouraged revolves around contexts and situations that go beyond the atomistic use of language. Both the communicative approach and task-based learning principles compose a fertile ground for the development of these and many other skills.

The aforementioned principles are aligned with the latest Brazilian curriculum framework (*Base Nacional Comum Curricular*), which the series closely follows. This means that **English Experience** sees the teaching of English as a *lingua franca* as a tool to help students become better-equipped citizens of the 21st century who will use the language to act as protagonists in a multicultural and globalized world. The units present the linguistic contents in the order in which they are specified in the document, besides working with the text genres and the intercultural abilities mentioned in it. For more information on the topic, refer to pages 11-14.

Interdisciplinarity and CLIL

Interdisciplinary education may foster advances in cognitive ability, for it promotes the integration of different disciplines from the curriculum, making room for a more authentic and contextualized learning process. While the teaching of a language in itself may imply the mastering of structures and grammar points, the ***English Experience*** series seeks to engage students in a dual-focused approach in which language and content are learned simultaneously.

As a means to further implement an interdisciplinary approach, each unit closes with two pages of CLIL practice, so students can experience the learning of disciplines from the curriculum through the use of the English language.

The term CLIL (Content and Language Integrated Learning) was coined by David Marsh (2002), according to whom CLIL is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. That is, in the teaching and learning process, there is a focus not only on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time (MARSH et al., 2010).

Pérez-Vidal (2009) affirms that the CLIL approach reflects the constant development of globalization and internationalization, so learners can benefit from it as follows:

- Communication is authentic and less controlled, since it is centered on the discussion of concepts, and not on the learning of a language itself.
- Learners can enrich their sociolinguistic repertoire by being immersed in the learning of subject matters and putting into practice their knowledge to communicate the concepts learned.
- Motivation and integration are promoted and learners may feel more confident to speak in the most immediate contexts, which also enables them to use the language in a more natural way.
- Students' perspectives can be broadened, since the development of intercultural understanding plays a considerable role in a plurilingual approach. Students can identify principles, make comparisons and infer attitudes. They can also think of otherness and self.

Overall, acquiring a foreign language requires the learner to go through necessary stages of "imperfect" knowledge (interlingua) before mastering the foreign language. The CLIL approach guarantees a considerable increase in exposure to that language. Hence, it can effectively enhance the learning of English and other subjects while developing a sense of achievement in students, because they can use the language now instead of learning it for use later.

Working with *English Experience* in the Classroom

Opening Pages

The purpose of the image in the opening pages is to awaken students' curiosity regarding a certain topic and give teachers a great opportunity to work with visual literacy in the classroom. Consequently, we suggest asking students questions about the image and the title of the unit, encouraging them to find connections between these two elements and to list what comes to mind when looking at both. The questions about the image should not be merely descriptive, but take into account associations made, emotions caused and other questions that might be relevant to the topic. This will foster curiosity in students' first contact with the unit and give them an opportunity to both activate their previous knowledge on the topic and personalize their learning experience by mentioning in their answers elements that are part of their lives. When working with these pages, welcome students' contributions and encourage them to participate, reminding them that language accuracy is not the focus here.

First Move

By presenting varied materials, this section intends to discuss the main topic of the unit in order to familiarize learners with it.

The **React!** subsection offers the perfect opportunity to let students share their personal opinions. This is a chance for you to discuss with them which kinds of comments they should make not only in the activities in the book but also in real-life situations, such as when commenting on social media, which is an important part of their interactions with friends and acquaintances. When working with this subsection, remind them that it is important to show respect, empathy and interest and also to agree or disagree with something based on verified information and reasonable personal opinions. Moreover, discuss with them why it is important to do so, instead of simply telling them to do so. It is also a fruitful opportunity to motivate students to voice their opinions, teaching them how to become active participants in discussions.

For the **I Wonder** subsection, encourage learners to be curious and creative when coming up with their questions. As they progress in the series, motivate them to go further and ask more unexpected and innovative questions. Another important aspect of this subsection is how to look for answers. Remind students that they should look for these answers in varied sources in order to learn about different perspectives and points of view. It is also essential to discuss with them how to determine if a source is reliable or not.

Reading

This section presents a wide variety of text genres—and the identification of these genres and their individual features are essential for the work developed here. Encourage students to explore the visual aspects of the texts, describing what they see and reflecting on what these characteristics imply in terms of essential features of the text, such as who wrote it, who the target audience is, where it was published and what its purpose is, among others.

The difficulty of the reading comprehension activities increases throughout the series, so help students realize when the information they are required to find is explicitly mentioned in the text and when it has to be inferred. Asking follow-up questions and having them justify their answers by pointing out evidence in the text is a good way to guide them in this process.

Language 2

In order to make the most of the inductive approach to teaching grammar, pay special attention to the first activities of this section. Instead of simply explaining rules, let learners take some time to analyze the examples given and encourage them to return to the text in the **Reading** section to see them in context, which will usually help them notice the use and function of the language topics in focus. When working with grammar, students might be tempted to focus on form, so help them notice that their observations should also explore the use and function of certain structures. Refer those students who have difficulties understanding certain topics to the **Language Reference**, where they can find more detailed explanations and further practice.

Writing

In this section, students are asked to produce a text from the same genre as the text they have worked with in the **Reading** section. Therefore, encourage them to return to the text in the **Reading** section and use it as a model. Collaboration is an important stage of process writing, so make sure they give respectful and useful feedback to their classmates and highlight the importance of seeing their classmates' feedback not as criticism but as a helpful tool to help them improve their writing skills.

Investigate

This section presents a great opportunity to discuss with students the importance of the scientific method for developing critical thinking skills and making them aware of how important it is to constantly question assumptions and test hypotheses. Encourage them to look for data in reliable and varied sources and use the questions in the book to help them properly analyze this data in order to draw conclusions about the topic in question. Explain that drawing a conclusion is not merely about seeing if your hypothesis was right or wrong, but more importantly, understand what can be learned from going through the whole process.

Local and Global

When working with this section, make sure you encourage students to find information on how a certain issue is present in their local community (neighborhood, city, state, country) and in different countries and cultures. Provide them with an environment that fosters curiosity about other communities, respect for differences and the realization that we are all united by our shared humanity. It is essential to have students look for information so that they do not reproduce stereotypes and prejudicial views regarding other peoples.

Imagine

At the initial stage, let students freely voice their opinions about the concept and encourage them to justify their points of view. This section poses a great opportunity for working with the flipped classroom model, since learners are asked to research into the concept at home and bring their discoveries to class. Allow them to be at the center of this process and have them present the content, instead of you doing so. Once they have read the text in the QR code, encourage them to compare the data it presents with what they found in their research. If students' initial reaction to the concept was affected by what they have learned from their research and from reading the text, take the opportunity to discuss the importance of being open to new information on a topic that might seem familiar, because it may surprise us and teach us new things: what seemed positive may have its downsides, what seemed negative may also have some advantages, what seemed impossible may prove to be feasible and so on.

Components of the Series

For Students

- **Student's Book:** comprised of eight regular units, a **Workbook** with extra activities for all the units and a **Review** for each unit. It also contains tasks focused on the maker movement principles, projects, extra explanations and activities for grammar topics and other resources to help students.
- **Video:** at the end of every unit, one page contains video activities. In this section, students are asked to work on a topic that has been discussed. Students do activities that check their understanding of the video and engage in projects that extend the topic. They are encouraged to work together and create projects that may be important for their school or community.
- **CLIL:** comprised of two pages, the CLIL section has as its main goal the learning of different subjects of the curriculum through the use of the English language. Students will find activities in areas such as Human and Natural Science, Academic Skills, Art and Science.

- **Real-Time View (RTV):** QR codes provided throughout the series ensure direct access to the **First Move**, **Imagine** and **Video** content. The QR code on the back cover also works as a shortcut to the audio files.
- **Learning Platform:** provides students access to the **First Move**, **Imagine** and **Video** content, interactive activities, infographics, videos and other digital resources.
- **Digital Book:** digital version of the Student's Book that can be used as a support resource in the classroom or individually at home.

For Teachers

- **Teacher's Book:** contains the content of the Student's Book and the answers to the activities.
- **Teacher's Guide:** presents the theoretical background and overarching principles of the series. Additionally, it gives teachers guidance on how to conduct the activities in the classroom and use the series' resources, besides presenting extra activities.
- **Learning Platform:** gives teachers access to exclusive content, such as the Teacher's Guide, editable tests, videos for teacher training, extra classroom activities and other pedagogical resources.
- **Digital Book:** digital version of the Student's Book that can be used with projectors in the classroom.

For Parents and Guardians

- **Learning Platform:** parents and guardians can find videos with practical suggestions, which may help them explore English at home, and other resources on how to deal with some types of learning disabilities.

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BNCC: Língua Inglesa

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Sobre a Base Nacional Comum Curricular (BNCC)

A BNCC tem por objetivo garantir que todos os estudantes recebam uma formação humana integral que contribua para a construção de uma sociedade justa, democrática e inclusiva.

Para alcançar esse objetivo, a BNCC estabelece dez competências gerais para a Educação Básica. Elas se articulam com as competências específicas de cada área de conhecimento, que, por sua vez, também se articulam com as competências específicas de cada componente curricular ao longo do Ensino Fundamental. O documento, portanto, provê as bases para a elaboração autônoma de currículos e projetos pedagógicos diferenciados, adequados a cada sistema, rede e instituição escolar, considerando o contexto e as características dos estudantes por eles atendidos, nos termos da Lei de Diretrizes e Bases da Educação (LDB).

A BNCC e o componente curricular Língua Inglesa

A BNCC define as competências e habilidades que os estudantes devem desenvolver no âmbito do componente curricular Língua Inglesa por uma perspectiva de educação linguística consciente, crítica e reflexiva. Assim, a aprendizagem do idioma deve propiciar aos estudantes o acesso a novos percursos de construção de conhecimento e o exercício da cidadania ativa, permitindo-lhes vivenciar "novas formas de engajamento e participação em um mundo social cada vez mais globalizado e plural" (BNCC, 2017, p. 239).

Nessa perspectiva, o inglês não deve ser entendido como uma língua estrangeira, mas como uma língua franca, ou seja, que não pertence exclusivamente aos falantes nativos, os quais representam na atualidade a minoria de seus usuários. Ao expandir-se para além dos espaços territoriais e culturais, a língua inglesa desempenha papel fundamental na comunicação internacional, papel esse impulsionado também pela difusão das práticas sociais no mundo digital.

Essa perspectiva implica rever o mito de que o "correto" seria ensinar "inglês britânico" ou "inglês americano", uma vez que usuários com repertórios linguísticos e culturais diversos deixam suas marcas identitárias nessa língua franca ao realizarem suas práticas discursivas. Implica, também, repensar as considerações dos Parâmetros Curriculares Nacionais (PCN) acerca da prevalência da compreensão leitora sobre as demais habilidades comunicativas, uma vez que a popularização da internet nas últimas décadas facilitou o acesso ao inglês oral, tanto para o consumo/produção de conteúdo quanto para a interação entre falantes do idioma. A BNCC acolhe essa mudança e define o desenvolvimento de habilidades de leitura, escrita e oralidade.

Considerando esses pressupostos, a BNCC determina que os currículos de Língua Inglesa desenvolvam as seguintes competências específicas, sempre em articulação com as competências específicas da área Linguagens e com as dez competências gerais da Educação Básica:

Competências específicas de Língua Inglesa para o Ensino Fundamental

1 Identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, refletindo criticamente sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.

2 Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.

3 Identificar similaridades e diferenças entre a língua inglesa e a língua materna/outras línguas, articulando-as a aspectos sociais, culturais e identitários, em uma relação intrínseca entre língua, cultura e identidade.

4 Elaborar repertórios linguístico-discursivos da língua inglesa, usados em diferentes países e por grupos sociais distintos dentro de um mesmo país, de modo a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas.

5 Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.

6 Conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.

(BNCC, 2017, p. 244)

Para garantir o desenvolvimento das competências específicas, a BNCC define um conjunto de habilidades para cada ano do Ensino Fundamental, relacionando-as com os objetos de conhecimento do componente curricular. Contudo, vale ressaltar que as habilidades "não descrevem ações ou condutas esperadas do professor, nem induzem à opção por abordagens ou metodologias" (BNCC, 2017, p. 30). Os objetos de conhecimento, por sua vez, representam os conteúdos, conceitos e processos a serem trabalhados nas unidades temáticas ao longo dos anos escolares.

Na Língua Inglesa, essas unidades estão distribuídas em cinco eixos organizadores que, embora tratados de forma separada, estão intrinsecamente ligados nas práticas de linguagem: **Oralidade, Leitura, Escrita, Conhecimentos Linguísticos e Dimensão intercultural**.

A escolha por eixos organizadores que se pautam nas habilidades comunicativas, no conhecimento sistêmico da língua e na interdependência entre ela e a cultura representa outra novidade da BNCC, visto que, nos PCN, "os conteúdos estão organizados em torno de quatro eixos: conhecimento de mundo, conhecimento sistêmico, tipos de texto e atitudes" (PCN, 1998, p. 71).

Eixos organizadores, unidades temáticas, objetos de conhecimento e habilidades na Língua Inglesa

O eixo **Oralidade** envolve práticas de compreensão (escuta) e produção (fala), de acomodação (resolução de conflitos) e de negociação na construção de sentidos em diferentes contextos discursivos, com ou sem contato face a face, por nativos e não nativos, incluindo o professor. Essas práticas devem partir de assuntos com os quais os estudantes estejam familiarizados e que estimulem a vivência e a reflexão sobre os usos orais/oralizados da língua, em que se articulam aspectos que vão além do verbal, tais como o visual, o sonoro, o gestual e o tátil.

Há três unidades temáticas que organizam os conteúdos desse eixo: *Interação discursiva*, *Compreensão oral* e *Produção oral*. Algumas das habilidades que os estudantes devem desenvolver são: compreender sentidos (global, específico e detalhado); negociar significados; arriscar-se e se fazer compreender; dar voz e vez ao outro; entender e acolher a perspectiva do outro; superar mal-entendidos; e lidar com a insegurança.

O eixo **Leitura** envolve reflexão e construção de significados por meio da interação entre leitor e textos escritos relacionados à vida escolar, social e cultural dos estudantes. Para tanto, promove práticas de compreensão leitora (global, específica e detalhada) de gêneros verbais e híbridos em diferentes suportes e esferas de circulação. Tais práticas, situadas e articuladas com a competência leitora dos estudantes em língua materna e/ou outras línguas, visam ao desenvolvimento da leitura crítica, estimulado pela análise e pela problematização do que se lê para "a construção de um percurso criativo e autônomo de aprendizagem da língua" (BNCC, 2017, p. 242).

Há três unidades temáticas nesse eixo: *Estratégias de leitura*, *Práticas de leitura* e *Atitudes e disposições favoráveis do leitor/Avaliação dos textos lidos*.

A unidade *Práticas de leitura* adota enfoques distintos para cada ano. Assim, temos *Práticas de leitura* associadas à construção de repertório lexical no 6º ano, à pesquisa no 7º ano, à fruição estética no 8º ano e às novas tecnologias no 9º ano. A unidade *Atitudes e disposições favoráveis do leitor* aparece no 6º e 7º anos, enquanto a unidade *Avaliação dos textos lidos* se insere no 8º e 9º anos.

Algumas habilidades que os estudantes devem desenvolver são: usar pistas verbais e não verbais para a formulação de hipóteses e inferências; formular hipóteses sobre a finalidade dos gêneros, com base em sua estrutura, organização e pistas gráficas; investigar como os contextos de produção agregam sentidos; trocar opiniões e informações sobre os textos lidos; e explorar ambientes virtuais de informação e socialização, analisando a qualidade e a validade das informações veiculadas.

O eixo **Escrita** compreende práticas de produção de textos de gêneros variados, em diferentes modalidades, suportes e esferas de circulação. Tais práticas envolvem uma visão da escrita como processo, mediada pelo professor ou pelos colegas e articulada com os conhecimentos prévios dos estudantes, tanto em língua materna como em outras línguas. Abrangem, também, uma concepção do ato de escrever como prática social, possibilitando aos estudantes agirem com protagonismo.

Há duas unidades temáticas nesse eixo: *Estratégias de escrita* (pré-escrita, escrita e pós-escrita) e *Práticas de escrita*. Algumas das habilidades a serem desenvolvidas são: gerar ideias; planejar a escrita; produzir rascunhos; revisar sua produção/a produção dos colegas; e fazer a edição final.

O eixo **Conhecimentos linguísticos** abarca as práticas de análise e reflexão sobre a língua, sempre de modo contextualizado e partindo dos usos da língua presentes nos demais eixos organizadores. Essas práticas devem se desenvolver de modo indutivo, estimulando a descoberta e a formulação/checagem de hipóteses sobre o funcionamento sistêmico da língua e permitindo a comparação com a língua materna e com outras línguas.

Há duas unidades temáticas nesse eixo: *Estudos do léxico* e *Gramática*. Nelas, há o estímulo à reflexão sobre as noções de adequação, padrão, variação linguística e inteligibilidade, para além das definições de usos "certos" ou "errados" da língua. Algumas das habilidades são: construir repertório lexical sobre temas familiares; reconhecer afixos; reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou de outras línguas conhecidas; explorar o caráter polissêmico de palavras de acordo com o contexto de uso; empregar tempos e modos verbais; e discriminar sujeito de objeto utilizando os pronomes a eles relacionados.

O eixo **Dimensão intercultural** envolve reflexões sobre a (re)construção de culturas, a interação entre elas e a forma como os participantes vivenciam, nessas trocas, os processos de constituição de identidades abertas e plurais. As práticas devem favorecer o convívio, o respeito, a superação de conflitos e a valorização da diversidade entre os povos.

Há duas unidades temáticas nesse eixo, que se articulam de formas diferentes, dependendo do ano. São elas: *A língua inglesa no cotidiano da sociedade brasileira/comunidade* (6º ano); *A língua inglesa no mundo* (6º, 7º e 9º anos); *Comunicação intercultural* (7º, 8º e 9º anos) e *Manifestações culturais* (8º ano). Algumas das habilidades são: explorar modos de falar, refutando preconceitos; reconhecer a variação linguística como fenômeno natural das línguas; e avaliar elementos/produtos culturais de países de língua inglesa absorvidos pela sociedade brasileira/comunidade.

Destaques da BNCC

Pontos gerais:

- Ensino da língua pautado na função social e política do inglês na contemporaneidade.
- Educação linguística voltada para a interculturalidade, estimulando o reconhecimento e o respeito às diferenças e legitimando os usos do inglês.
- Ampliação da concepção de letramento para multiletramentos, os quais aproximam e entrelaçam diferentes semioses e linguagens.
- Proposição da relativização das noções de língua estrangeira, falante ideal, correção, precisão e proficiência em favor das noções de língua franca, falantes pluri/multilíngues, usos híbridos e inteligibilidade na interação linguística.

Eixo Oralidade

- Promoção de situações de aprendizagem dos elementos constitutivos dos gêneros orais e de estratégias para a compreensão, a acomodação e a negociação de significados.
- Reflexão sobre comportamentos e atitudes que promovam a negociação e a (co)construção de sentidos nas interações.
- Utilização de recursos midiáticos (cinema, internet, televisão) para prover insumos autênticos e significativos para a realização das práticas de uso/interação oral.

Eixo Leitura

- Trabalho com gêneros verbais e híbridos para possibilitar aos estudantes vivenciar, de modo significativo e situado, diferentes modos de ler (ler para ter uma ideia geral do texto, buscar informações específicas, compreender detalhes etc.) e diferentes finalidades de leitura (pesquisar/revisar a própria escrita; expor ideias e argumentos; agir no mundo de forma crítica etc.).
- Inclusão de práticas de pré-leitura, leitura e pós-leitura para potencializar a aprendizagem, contextualizada e significativa.

Eixo Escrita

- Trabalho com planejamento-produção-revisão textual, ora de modo individual, ora de modo coletivo, para a avaliação e a tomada de decisões sobre as maneiras de comunicar o que se deseja, tendo em mente o objetivo do texto, seus possíveis leitores e o suporte que lhe permitirá a circulação social.
- Desenvolvimento da escrita autoral em gêneros diversos, partindo dos que empregam poucos recursos verbais (mensagens, tirinhas, fotolegendas) para textos mais elaborados (autobiografias, esquetes, notícias e relatos de opinião), conduzindo, gradativamente, a uma escrita mais autêntica, criativa e autônoma.

Eixo Conhecimentos linguísticos

- Análise e reflexão sobre as práticas de uso da língua, sempre de modo contextualizado e articulado às práticas oralidade, leitura e escrita.
- Estudo indutivo, comparativo e contrastivo do léxico e da gramática (formas e tempos verbais, estruturas frasais e conectores discursivos etc.), promovendo a compreensão funcionamento sistêmico da língua inglesa, recorrendo aos conhecimentos dos estudantes sobre o funcionamento da língua materna e de outras línguas.
- Reflexão sobre os usos da língua, questionando, por exemplo, na perspectiva de quem uma forma estaria adequada a um dado contexto; quem define o que é “certo ou “errado” no uso da língua; quem está incluído em certos usos e quem está silenciado etc.

Eixo Dimensão intercultural

- Problematização dos diferentes papéis da língua inglesa no mundo, seus valores, seu alcance e seus efeitos nas relações entre diferentes pessoas e povos, tanto na sociedade contemporânea quanto sob uma perspectiva histórica.
- Adensamento das reflexões sobre as relações entre língua, identidade e cultura e o desenvolvimento da competência intercultural.

Competências Gerais da Educação Básica

1 Valorizar e utilizar os conhecimentos historicamente construídos sobre o mundo físico, social, cultural e digital para entender e explicar a realidade, continuar aprendendo e colaborar para a construção de uma sociedade justa, democrática e inclusiva.

2 Exercitar a curiosidade intelectual e recorrer à abordagem própria das ciências, incluindo a investigação, a reflexão, a análise crítica, a imaginação e a criatividade, para investigar causas, elaborar e testar hipóteses, formular e resolver problemas e criar soluções (inclusive tecnológicas) com base nos conhecimentos das diferentes áreas.

3 Valorizar e fruir as diversas manifestações artísticas e culturais, das locais às mundiais, e também participar de práticas diversificadas da produção artístico-cultural.

4 Utilizar diferentes linguagens – verbal (oral ou visual-motora, como Libras, e escrita), corporal, visual, sonora e digital –, bem como conhecimentos das linguagens artística, matemática e científica, para se expressar e partilhar informações, experiências, ideias e sentimentos em diferentes contextos e produzir sentidos que levem ao entendimento mútuo.

5 Compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais (incluindo as escolares) para se comunicar, acessar e disseminar informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.

6 Valorizar a diversidade de saberes e vivências culturais e apropriar-se de conhecimentos e experiências que lhe possibilitem entender as relações próprias do mundo do trabalho e fazer escolhas alinhadas ao exercício da cidadania e ao seu projeto de vida, com liberdade, autonomia, consciência crítica e responsabilidade.

7 Argumentar com base em fatos, dados e informações confiáveis para formular, negociar e defender ideias, pontos de vista e decisões comuns que respeitem e promovam os direitos humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global, com posicionamento ético em relação ao cuidado de si mesmo, dos outros e do planeta.

8 Conhecer-se, apreciar-se e cuidar de sua saúde física e emocional, compreendendo-se na diversidade humana e reconhecendo suas emoções e as dos outros, com autocrítica e capacidade para lidar com elas.

9 Exercitar a empatia, o diálogo, a resolução de conflitos e a cooperação, fazendo-se respeitar e promovendo o respeito ao outro e aos direitos humanos, com acolhimento e valorização da diversidade de indivíduos e de grupos sociais, seus saberes, identidades, culturas e potencialidades, sem preconceitos de qualquer natureza.

10 Agir pessoal e coletivamente com autonomia, responsabilidade, flexibilidade, resiliência e determinação, tomando decisões com base em princípios éticos, democráticos, inclusivos, sustentáveis e solidários.

(BNCC, 2017, p. 9)

Competências Específicas de Língua Inglesa para o Ensino Fundamental

1 Identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, refletindo, criticamente, sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.

2 Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.

3 Identificar similaridades e diferenças entre a língua inglesa e a língua materna/outras línguas, articulando-as a aspectos sociais, culturais e identitários, em uma relação intrínseca entre língua, cultura e identidade.

4 Elaborar repertórios linguístico-discursivos da língua inglesa, usados em diferentes países e por grupos sociais distintos dentro de um mesmo país, de modo a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas.

5 Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.

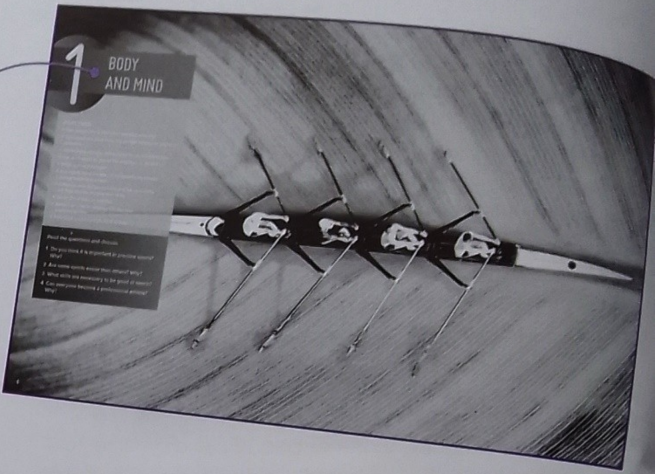
6 Conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.

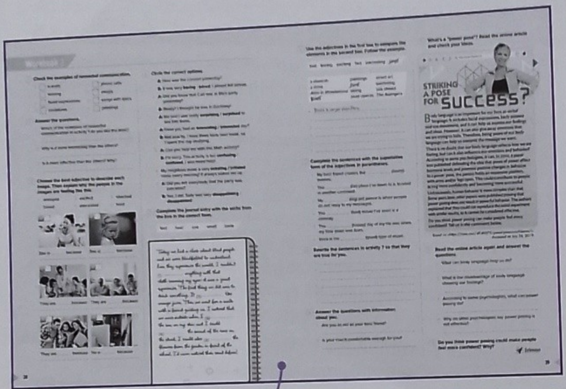
(BNCC, 2017, p. 244)

Structure of the Student's Book

Units

Eight thematic units introduce content and foster students' practice through activities that focus on active learning principles.


1 BODY AND MIND

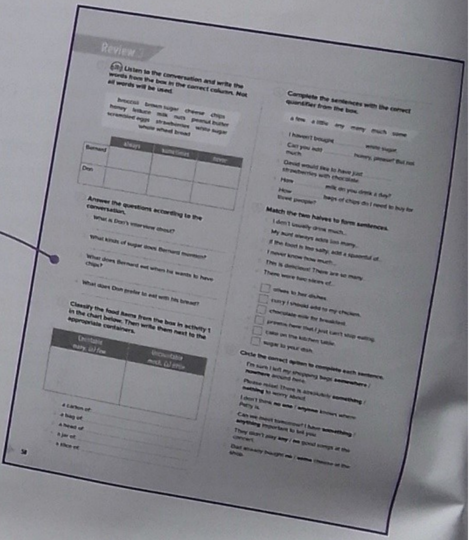

STRIKING A POSE FOR SUCCESS?

Workbook

It reviews topics of the corresponding unit in a new light, providing additional practice on grammar, vocabulary, reading and writing. The two-page-per-unit **Workbook** can be assigned as homework, used in class for further practice or employed as an evaluation tool.

Review

A **Review** per unit provides further practice opportunities for reading, writing and linguistic content.


Review

Listen to the conversation and write the words from the box in the correct column. Not all words will be used.

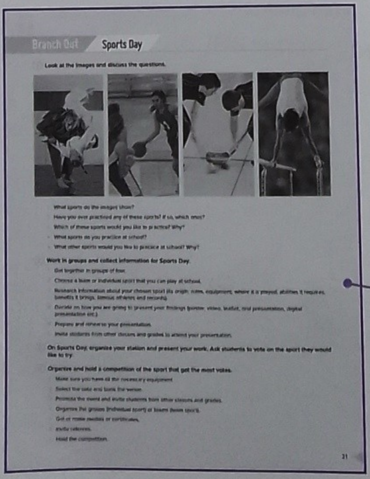
Answer the questions according to the conversation.

Classify the food items from the box in activity 1 in the chart below. Then write them next to the appropriate containers.

Complete the sentences with the correct quantifier from the box.

Match the two halves to form sentences.

Circle the correct option to complete each sentence.


Branch Out Sports Day

Look at the images and discuss the questions.

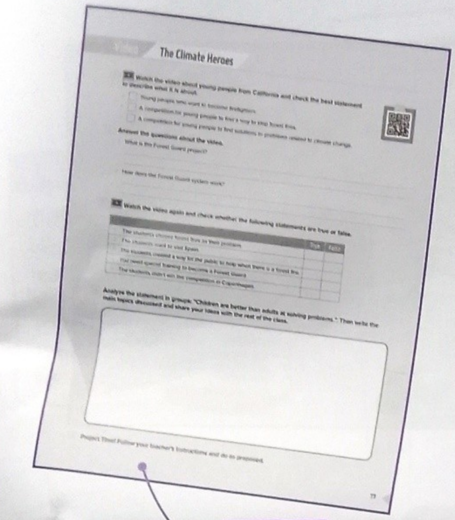
Work in groups and collect information for Sports Day.

On Sports Day, organize your station and present your work. Ask students to vote on the sport they would like to try.

Organize and hold a competition of the sport that got the most votes.

Branch Out

Every semester, students are invited to work with cross-curricular activities related to one of the units.


Video The Climate Heroes

Makerspace Game Design

Basic Supplies

Makerspace

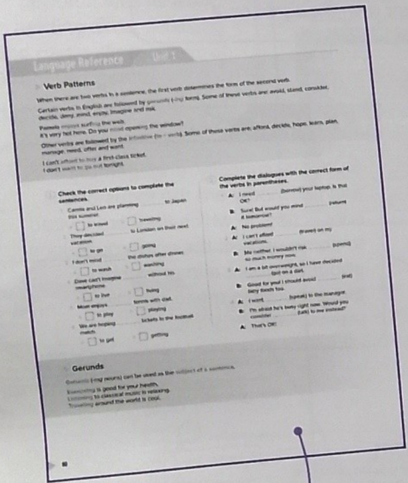
The maker movement principles come to life in the **Makerspace** proposals, in which students have to make a product from scratch in order to solve a problem.

Video

Every unit has video activities that test students' understanding and expand on the topics discussed.

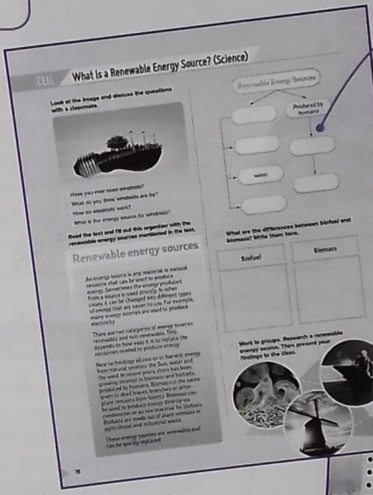
CLIL

The **CLIL** activities provide extra practice on areas of the curriculum that are learned in different disciplines. It focuses on the learning of content through the use of English.

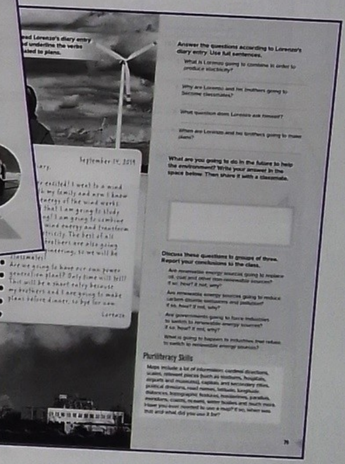

Language Reference Unit 1

Verb Patterns

Gerunds

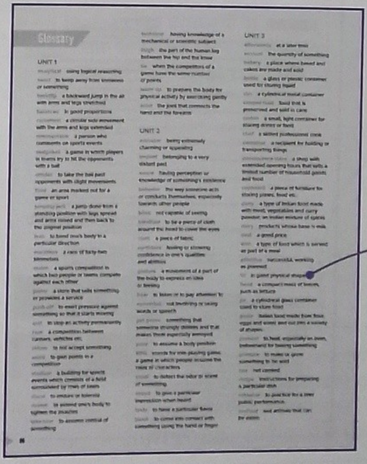

CLIL What Is a Renewable Energy Source? (Science)

Renewable energy sources



Language Reference

This section provides students with additional explanations and practice for the language topics covered in the units.


Glossary

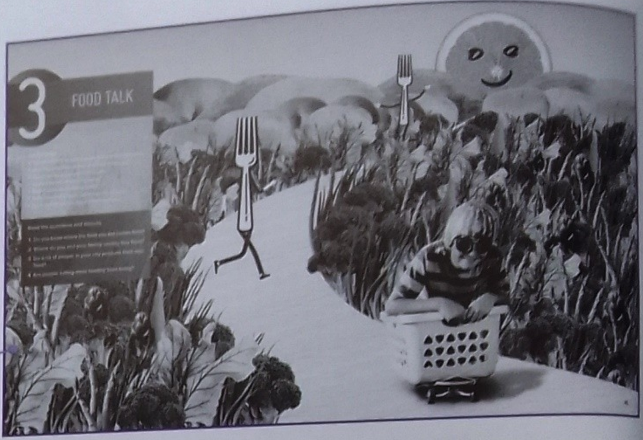
Glossary

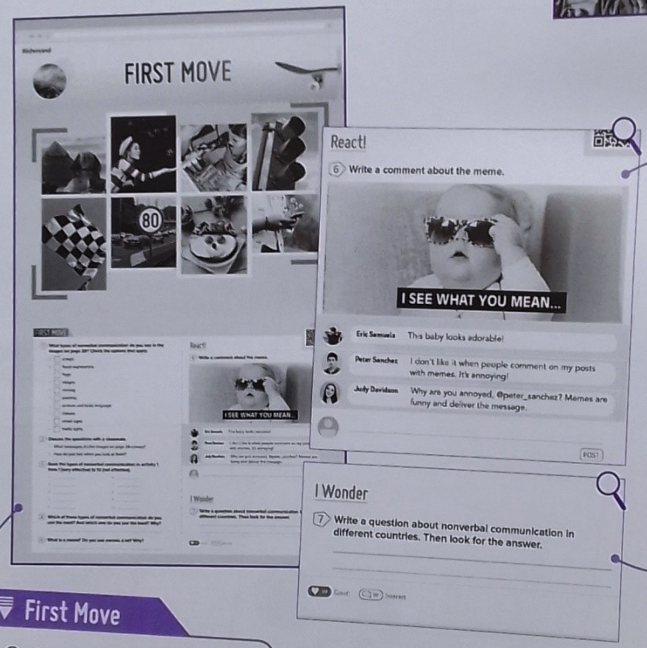
Students are presented with definitions of some Keywords found in each unit, according to the context in which they appear.

Structure of the Units

Opening Pages

The opening image relates to the topic of the unit and follows the latest design trends. The focus is to develop students' visual literacy, engage them in discussions and activate their previous knowledge. The Teacher's Guide presents two possibilities (a shorter and a longer one) on how to work with these pages.





React!

6 Write a comment about the meme.

Eric Samuels This baby looks adorable!

Peter Sanchez I don't like it when people comment on my posts with memes. It's annoying!

Judy Davidson Why are you annoyed, @peter_sanchez? Memes are funny and deliver the message.

I Wonder

7 Write a question about nonverbal communication in different countries. Then look for the answer.

React!

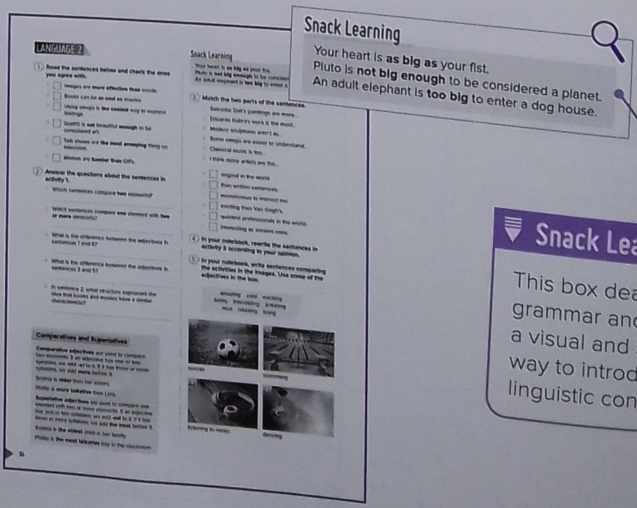
In tune with the digital world, this section presents comments on the content of the **First Move** section and invites students to express their own thoughts on it.

I Wonder

Students' curiosity, engagement and autonomy are the focus of this subsection, in which they are invited to come up with their own questions about the topic and research the answers to these questions themselves.

First Move

On two vertical pages, materials in various formats prompt a more in-depth discussion of the topics. Through videos, written texts, audios or images, students are asked to reflect on the subject and think about how it is present in their everyday lives.



Snack Learning

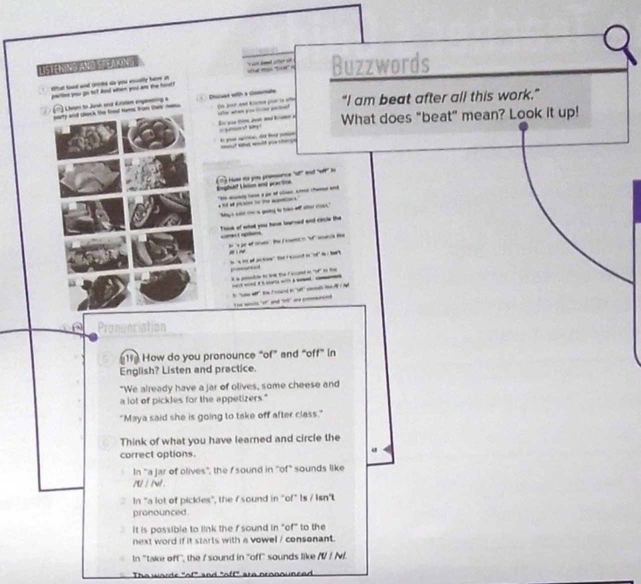
Your heart is **as big as** your fist.
Pluto is **not big enough** to be considered a planet.
An adult elephant is **too big** to enter a dog house.

Snack Learning

This box deals with both grammar and vocabulary in a visual and straightforward way to introduce additional linguistic content.

Pronunciation

This box introduces a variety of phonological features: pronunciation of sounds, contrast between different sounds, intonation and connected speech, among others.



Buzzwords

*"I am **beat** after all this work."*
What does "beat" mean? Look it up!

Pronunciation

1.19 How do you pronounce "of" and "off" in English? Listen and practice.

"We already have a jar **of** olives, some cheese and a lot **of** pickles for the appetizers."

"Maya said she is going to take **off** after class."

6 Think of what you have learned and circle the correct options.

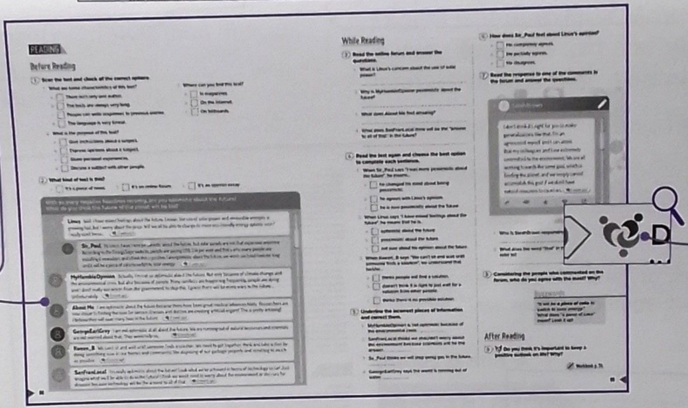
1 In "a jar **of** olives", the *f* sound in "of" sounds like /f/ / /v/.
2 In "a lot **of** pickles", the *f* sound in "of" **is / isn't** pronounced.
3 It is possible to link the *f* sound in "of" to the next word if it starts with a **vowel / consonant**.
4 In "take **off**", the *f* sound in "off" sounds like /f/ / /v/.
5 The words "of" and "off" are pronounced

Buzzwords

This box focuses on instances of contemporary language from materials in the unit.

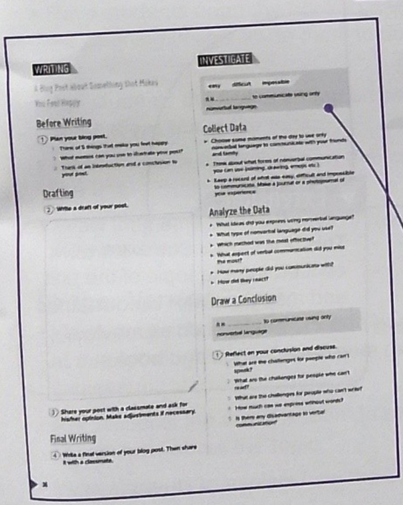
Reading

Texts on up-to-date topics offer opportunities to work with reading skills, focusing on the particular features of different text genres.



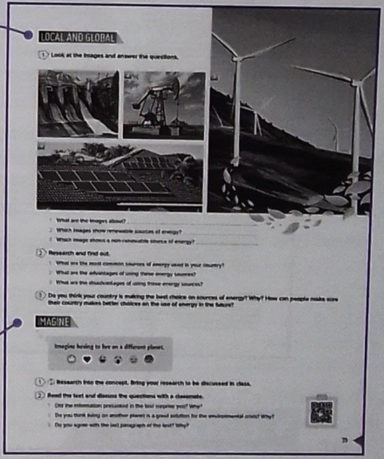
Social and Emotional Learning

This icon indicates that the activity deals with an aspect of social and emotional learning. Instructions on how to work with it in the classroom are available in the Teacher's Guide.



Local and Global

This section is designed to expand students' views on the topic of the unit to a global perspective, proposing a discussion concerning how certain issues are present in different countries and the role of English as a *lingua franca* in various contexts.



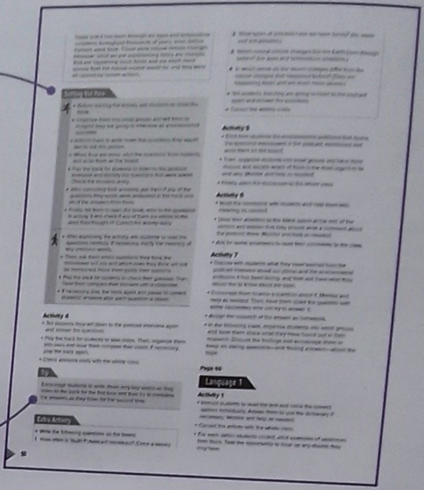
Investigate

This section focuses on using the scientific method to formulate a hypothesis, collect data and analyze it in order to evaluate the initial hypothesis, drawing a conclusion and discussing its implications.

Imagine

This section explores the topic of the unit from an unexpected point of view, developing students' critical thinking skills and openness to new ideas. The content is available through the **RTV** code and on the **Learning Platform**.

Structure of the Teacher's Guide

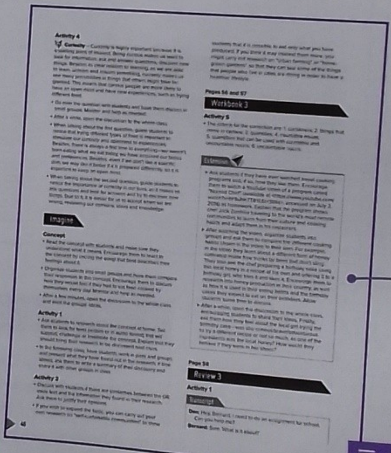


Setting the Pace

This box shows instructions on how to do the same activity with students that have different learning paces, allowing teachers to cater to more individual needs.

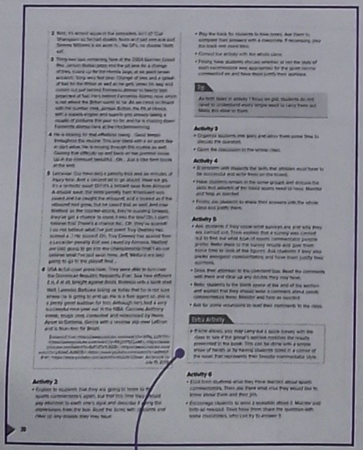
Tip

This box gives teachers suggestions on how to approach linguistic topics, activities and tasks in the classroom, besides offering class management ideas.



Extension

This box introduces extra work concerning the topic of the unit and may deal with various kinds of materials, such as movies, videos, songs and books.



Extra Activity

For teachers who have some extra time in class or want to expand on a certain topic, this box presents ideas for extra activities and suggests a point in the unit when these activities can be done with students.

1 Body and Mind

Objectives:

- Talk about sports and other physical activities.
- Talk about personal likes and dislikes related to physical activities.
- Understand and give instructions for physical activities.
- Use word stress to change the emphasis in sentences.
- Write instant messages.
- Investigate the sport which is considered the favorite among students in school.
- Reflect on how the government and the community can help athletes develop their skills.
- Learn about famous athletes.
- Reflect on what is necessary to become a famous athlete.
- Reflect on mandatory physical activity.

Language:

- parts of the body (foot, hand, leg, thigh, wrist)
- sports (ballet, baseball, basketball, formula one, gymnastics, judo, karate, rollerblading, rugby, running, skating, soccer, surfing, swimming, tennis, volleyball, water polo)
- verbs related to sports (dribble, do ballet/gymnastics/judo/karate, go rollerblading/running/skating/surfing/swimming, play baseball/basketball/rugby/soccer/tennis/volleyball/water polo, score, warm up)
- verbs followed by gerunds and verbs followed by infinitives
- gerunds as subjects of sentences

Digital Content: **First Move** audio and image gallery, **Imagine** text and **Video** (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 18 and 19.

Makerspace: page 22.

Pages 6 and 7

Opening Pages

Shorter Version

- Have students open the book to pages 6 and 7 and look at the opening image. Invite them to describe what they can see.
- Ask students the first question on page 6 and have them share ideas about the topic.
- Invite students to explain how the image relates to the title of the unit.
- Draw their attention to the other questions and discuss them with the whole class.

Longer Version

- Have students open the book to pages 6 and 7 and look at the opening image. Invite them to describe what they can see.
- Ask students the first question on page 6 and have them share ideas about the topic.
- Invite students to explain how the image relates to the title of the unit.
- Organize students into small groups and have them discuss the other questions on page 6. After a few minutes, elicit the groups' conclusions and open the discussion to the whole class.
- After that, write the following question on the board: What sports do you like watching live? Why? Which ones do you prefer to watch on TV? Why? Have students remain in the same groups and discuss them.
- Finally, ask for volunteers to share their opinions with the whole class and encourage them to justify their preferences.

Pages 8 and 9

First Move

Activity 1

- Explore the images with students and ask them what these images have in common (They all show sports.). Then have them name the six sports (Formula 1, swimming, tennis, soccer, basketball and gymnastics.).
- Explain to students that they are going to listen to some sports commentators commenting on these sports and that they should number the images according to the order in which the sports are commented on.
- Play the track pausing after each commentator and have students number the images.
- Correct the activity with the whole class.

Transcript

1 Almost set for the one hundred butterfly. Can Phelps do it again? He is in lane four... Away... So, the last individual swim for the greatest Olympian of all time. In lane four. He wasn't first out, Deibler got a great start in lane seven. So, lanes six, seven and eight. Czerniak is out hard, Phelps in front of le Clos, which expected. McGill is out hard. Nothing to panic about at this stage. Deibler is out fast on the water with le Clos and Phelps, but Phelps is leading his way through OK at the moment. We know he has endurance and he is starting to find form as this competition goes on...

2 Well, it's almost equal in the opposites, isn't it? 'Cuz Sharapova so far had double faults and just one ace and Serena Williams is six aces in... No DFs, no double faults set...

3 Thirty-two laps remaining here at the 2004 German Grand Prix. Jenson Button pops into the pit lane for a change of tires, crates up for the Honda boys, at six point seven seconds. Very, very fast stop. Change of tires and a splash of fuel for the Briton as well as he gets under his way and comes out just behind Fernando Alonso to twenty laps projected of fuel. He's behind Fernando Alonso now, which is not where the Briton wants to be. As we cross on board with the number nine, Jenson Button, the PA at Honda, with a superb engine and superb grip already taking a couple of podiums this year so far, and he is chasing down Fernando Alonso here at the Hockenheimring.

4 He is looking for that effortless swing... Good tempo throughout the routine. This one starts with a six point five in start value. He is moving through this routine so well. Gaining that difficulty up and back on the pommel horse. Up in the dismount beautiful... Oh... Just a little form break at the end.

5 Leicester City have (sic) a penalty kick and six minutes of injury time. And a second let to go ahead. Here we go, it's a fantastic save! Oh! It's a brilliant save from Almunia! A double save, the initial penalty from Knockaert was saved and he caught the rebound, and it looked as if the rebound had gone, but he saved that as well! And now Watford on the counter-attack, they're bursting forward, they've got a chance to cross it into the box! Oh, I don't believe this! There's a chance for... Oh, they've scored! I do not believe what I've just seen! Troy Deeney has scored a...! He scored! Oh, Troy Deeney has scored from a Leicester penalty that was saved by Almunia. Watford are (sic) going to go into the championship final! I do not believe what I've just seen here, Jeff, Watford are (sic) going to go to the playoff final...

6 USA to full-court press here. They were able to turn over the Dominican Republic frequently, Fran. See how different it is, if at all, tonight against Brazil. Barbosa with a bank shot.

Well, Leandro Barbosa telling us today that he is not sure where he is going to end up. He is a free agent so, this is a pretty good audition for him. Although he's had a very successful nine-year run in the NBA. Carmelo Anthony inside, tough shot, contested and rebounded by Nene. Aport to Barbosa, Garcia with a reverse slip over LeBron and is four–two for Brazil.

Extracted from <https://www.youtube.com/watch?v=X7bj_LUIY7Y>; <https://www.youtube.com/watch?v=RXg1zF5CLwM>; youtube.com/watch?v=6pTUCVXJGOI>; <https://www. watch?v=p50wC4Ut5CE>; <https://www.youtube.com/ IF4>; <https://www.youtube.com/watch?v=vtr8bfkY- <https://www.youtube.com/watch?v=tNJxXr-CRkw>. Accessed on July 19, 2019.

Activity 2

- Explain to students that they are going to listen to the sports commentators again, but that this time they should pay attention to each one's style and describe it using the expressions from the box. Read the items with students and clear up any doubts they may have.
- Play the track for students to take notes. Ask them to compare their answers with a classmate. If necessary, play the track one more time.
- Correct the activity with the whole class.
- Finally, have students discuss whether or not the style of each commentator was appropriate for the sport he/she commented on and have them justify their opinions.

Tip

As both tasks in activity 1 focus on gist, students do not need to understand every single word to carry them out. Make this clear to them.

Activity 3

- Organize students into pairs and allow them some time to discuss the question.
- Open the discussion to the whole class.

Activity 4

- Brainstorm with students the skills that athletes must have to be successful and write them on the board.
- Have students remain in the same groups and discuss the skills that athletes of the listed sports need to have. Monitor and help as needed.
- Finally, ask students to share their answers with the whole class and justify them.

Activity 5

- Ask students if they know what surveys are and why they are carried out. Then explain that a survey was carried out to find out what type of sports commentator people prefer. Refer them to the survey results and give them some time to look at the figures. Ask students if they also prefer energetic commentators and have them justify their opinions.
- Draw their attention to the comment box. Read the comments with them and clear up any doubts they may have.
- Refer students to the blank space at the end of the section and explain that they should write a comment about sports commentators there. Monitor and help as needed.
- Ask for some volunteers to read their comments to the class.

Extra Activity

▶ If time allows, you may carry out a quick survey with the class to see if the group's opinion matches the results presented in the book. This can be done with a simple show of hands or by having students stand in a corner of the room that represents their favorite commentator style.

Activity 6

- Elicit from students what they have learned about sports commentators. Then ask them what else they would like to know about them and their job.
- Encourage students to write a question about it. Monitor and help as needed. Then have them share the question with some classmates, who can try to answer it.

- Assign the research for the answer as homework.
- In the following class, organize students into small groups and have them share what they have found out in their research. Ask students to discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Page 10

Language 1

Activity 1

- Go through the sports in the box with students and work on meaning as needed. Then have them write the sports in the correct column according to the verbs they collocate with. Advise them to use the dictionary if necessary. Monitor and help as needed.
- Correct the activity with the whole class. Elicit examples of sentences from students and clear up any doubts they may have.

Setting the Pace

- ▸ Before starting the activity, ask students to close the book.
- ▸ Organize them into small groups and have them brainstorm all the sports they know. Instruct them to think about ball sports, winter sports, summer sports, extreme sports, indoor and outdoor sports etc. Monitor and help them with vocabulary as needed.
- ▸ Elicit the sports' names from students and write them on the board.
- ▸ Then tell students to open the book and compare the sports in the box in activity 1 to the ones on the board.
- ▸ Have students write the sports in the correct column, considering the sports on the board as well. Allow them to use the dictionary if necessary. Monitor and help as needed.
- ▸ Finally, correct the activity with the whole class. Elicit examples of sentences from students and clear up any doubts they may have.

Activity 3

Tip

If time allows, you can adapt activity 3 to a "Find someone who" activity, which will give students the opportunity to talk to many classmates and find similarities with them. Follow these procedures:

- ▸ Ask students to complete the sentences in activity 2.
- ▸ Have them stand up, walk around the classroom and read their sentences to their classmates. Instruct them to agree or disagree by saying "Me too.", "Me neither.", "I do." or "I don't."
- ▸ Whenever they find someone with a similar sentence, they should write their classmate's name next to the sentence in their book.
- ▸ Finally, have students report to the whole class the similarities they have found.

Activity 4

- Allow students some time to answer the questions individually.
- Organize students into small groups and have them discuss the questions. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Activity 5

- Explain to students that they have to read the definitions and choose the correct option to complete it. If you see fit, allow them to use dictionaries. Monitor and help as needed.
- Correct the activity with the whole class.

Activity 6

- Ask students to read the sentences ignoring the blanks and clarify any vocabulary doubts that may arise. Have them complete the sentences with the words from activity 5. Remind them to make changes if necessary.
- Allow students some time to do the activity individually and then compare their answers with a classmate.
- Check the answers orally.

Activity 7

- Instruct students to complete the sentences so that they are true for them. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Page 11

Listening and Speaking

Activity 2

- Tell students that they are going to listen to a personal trainer named Janette Janero giving instructions on how to do a physical activity. Read the items with them and clear up any doubts they may have.
- Play the track for students to check the correct option. If necessary, play it one more time.
- Correct the activity orally.

Transcript

Hello. My name's Janette Janero, I'm a personal trainer and cooper exercise instructor. And today I'll be teaching you how to do a cartwheel. When you do a cartwheel, you have to keep in mind you want to go hand-hand, foot-foot. First thing you're gonna do is figure out which way you wanna face. This doesn't really have to do with whether you're right-handed or left-handed, it's just basically your personal preference. So you're going to have one foot whichever way you're gonna lead, one foot pointing in the direction you want to go. The foot in the back is gonna angle out to the side for balance. Remember what I said, hand-hand, foot-foot. You're gonna lean forward, lifting off the back leg and placing your hand on the floor. Looking to the side, you're going to place your other hand and then pushing off, your body is just gonna follow through. It's very important, when you're gonna do a cartwheel, to warm up. You wanna make sure your inner thighs are warmed up as well as your wrist—for a brief moment in time, all your body weight is going to be on your wrist. So, make sure that they are ready for the movement. Your inner thigh, you can just move from side to side, get that body flowing (sic) by running in place, getting yourself hyped up for the action. Alright, so face the direction that you feel most comfortable. Again, it doesn't really have to... matter whether you're right-handed or left-handed, it's based on personal preference. Place one foot in the direction where you wanna go and the back foot is gonna be angled to the side for balance. You're gonna stand up nice and tall, bring your hands up into the air. Leaning forward, you're gonna bring the back leg up and you're gonna place your hand on the floor, come up and let your body just follow through. Remember, hand-hand, foot-foot. One more time. This is a basic gymnastic movement, very easy for kids to learn, as long as they get over the fear of making that initial lean forward and that leap across. And adults, you can go ahead and give it a try too, but remember, you wanna make sure that you're adequately stretched, paying close attention to the inner thighs and the wrists. My name is Janette and that is how to do a cartwheel.

Extracted from <https://www.youtube.com/watch?v=8EVgoKJbMkM>. Accessed on July 19, 2019.

Activity 3

- Tell students that they are going to listen to the audio again and check the images that show the movements described by Janette.
- Play the track for students to do the activity.
- Have students compare their answers with a classmate and then correct the activity with the whole class.

Setting the Pace

- Tell students that they are going to listen to the audio again and check the images that show the movements described by Janette. Before you play the track, ask students to look at all the images and help them describe the movements they depict. If necessary, pre-teach the relevant vocabulary they will need to know in order to understand the instructions given by Janette. After that, encourage them to try to guess which movements she will mention. Elicit suggestions from the students, but do not confirm or correct their guesses at this point.
- Play the track for students to do the activity.
- Have them compare their answers with a classmate and then correct the activity with the whole class.

Activity 4

- Read the sentences with students before they listen to the instructions again. Work on meaning as needed. You may allow them some time to try to predict the answers.
- Play the track again for students to order the instructions.
- Have them compare their answers with a classmate and correct the activity with the whole class.

Activity 5

- Organize students into pairs and tell them that they are going to give each other instructions to do a cartwheel, just like Janette did. Make sure they understand the words and expressions in the box. Remind them that the instructions should be short and objective.
- Have each student take some notes in his/her notebook before giving his/her classmate instructions on how to do a cartwheel. Then instruct them to switch roles. Monitor and help as needed.
- Check the activity by asking for volunteers to share their instructions with the whole class.

Activity 6

- Tell students that they are going to create instructions for a physical activity. Have them choose the activity they are going to write instructions for and make sure that they are not too complex.
- Refer them to the instructions in activity 4 and explain what short imperative sentences are.
- Have students write their instructions. Monitor and help with vocabulary as needed.
- Finally, organize students into pairs and have them give instructions to a classmate.

Activity 7

- Explain that students are going to record an audio of their instructions. Ask them to write a short introduction, such as "Hello. My name's (Anna) and today I'll be teaching you how to (perform a backflip).". Tell them to write a short conclusion as well, for example, "My name is (Anna) and that was how to (perform a backflip).".
- Tell students to rehearse and when they feel more confident, have them record their instructions. Alternatively, you can assign the recording as homework.
- Listen to students' instructions and give them feedback on their production.
- Finally, have them share their productions with a classmate, who should also express his/her opinion about the instructions given.

Activity 8

- Play the track and ask students to circle the words that are stressed in each sentence. Explain that even though all the items have the same sentence, a different word or expression will be stressed in each one.
- Check the answers orally.

Activity 9

- Organize students into pairs and have them discuss the question.
- Elicit ideas from students and, if necessary, explain that word stress puts emphasis in different words and, because of that, it can change the meaning of a sentence.

Tip

Tell students that we usually stress words in a sentence when we want to emphasize or correct a specific piece of information, or even demonstrate feelings like anger or irritation.

Activity 11

- Write on the board "Swimming, not soccer.", "Love, not hate." and "I, not my mother.". Then model the activity by saying "I love **swimming**, it's the best sport!" and have students choose the sentence that best expresses its meaning (Swimming, not soccer.). Next, say "**I** love swimming, it's the best sport!" and elicit "I, not my mother.". Finally, "I **love** swimming, it's the best sport!" and have students say "Love, not hate.".

- Organize students into pairs and have them take turns saying the sentences and explaining what they mean. Monitor and help students as needed.
- Finally, ask for some volunteers to say some sentences and have the whole group guess the speaker's intention based on the word(s) he/she chooses to stress.

Pages 12 and 13

Reading

Activity 1

- Organize students into small groups and have them discuss the question.
- Elicit answers from the whole group.

Activity 2

- Tell students to scan the texts and identify their genre. Explain that they do not need to read them in detail.
- Elicit the answer from students and have them justify it.

Activity 3

- Have students analyze the texts carefully and answer the question in pairs.
- Elicit answers from students and write them on the board so that everyone can have the complete list of characteristics.

Activity 6

- Explain to students that the way we say or write things can reveal our feelings. Tell them that they are going to analyze what people wrote in the messages and how they wrote it in order to try to understand how they are feeling.
- Refer students to the second text message. Ask them how Dave starts the conversation ("Did you stop practicing on Saturdays?") and how Patrick replies ("Hi, Dave. Good morning to you too."). Ask them why they think Dave did not greet his friend (Probably because he was surprised by not seeing him during practice.). Then ask them why Patrick said "Good morning to you too." if Dave had not greeted him (To make it clear that he was unhappy about the way Dave was treating him.). Have them read the continuation of the interaction to confirm or correct their first impression.
- Organize students into pairs and have them do the activity. If necessary, write on the board how the people are feeling—only the feelings, not the characters' names—and have them analyze the texts and match them with the feelings.
- Correct the activity with the whole group and have students justify their answers with extracts from the text.

Buzzwords

- Refer students to the **Buzzwords** box and read the sentence with them. Explain that it was taken from one of the instant messages they read.
- Draw students' attention to the expression "my bad" and explain that it is slang.
- Have students try to grasp its meaning through the context. Then ask them to look up the expression in the dictionary and answer the question.

Pages 14 and 15

Language 2

Activity 1

- Refer students to the sentences and tell them they were taken from the instant messages on page 12. Have students read them and circle the verbs.
- Check the answers orally.

Activity 2

- Have students answer the questions and notice that some verbs are followed by another verb in the *-ing* form while others are followed by a verb in the infinitive.
- After that, draw their attention to the grammar box and go over the verbs with them. Explain that when there are two verbs in a sentence, the first verb determines the second one's form.

Activity 5

- Have students complete the sentences so that they are true for them. Instruct them to refer to grammar box to check if the verbs in the sentences are followed by the infinitive or gerund. Monitor and help as needed.
- Have students compare their answers in pairs.
- Ask for some volunteers to read their sentences to the whole class.

Activity 6

Extra Activity

- ▶ Tell students that they are going to play a game called Call my Bluff.
- ▶ Have them write some sentences similar to the ones they wrote in activity 5, but with false information about themselves.
- ▶ Organize students into pairs, but make sure they work with a different classmate from the one they worked with in activity 6.
- ▶ Instruct students to take turns reading a pair of sentences to their classmate. Explain that one of the sentences should be true and the other should be false. Have the classmate try to spot the false sentence and call the bluff.
- ▶ Monitor and help as needed.
- ▶ Finally, ask for some volunteers to read some sentences for the class to guess if they are true or false.

Activity 10

- Instruct students to interview their classmates and complete the sentences with their names. Make it clear to them that they have to turn the sentences into questions in order to do this activity. Allow students some time to do so and then elicit the questions from them.
- Have them stand up and do the activity. Monitor and help as needed.
- Ask for volunteers to report some of their findings to the whole class. Make sure they understand that there is no

correct or incorrect answer and that different opinions should be valued and respected.

Activity 11

- Draw students' attention to the grammar box. Ask for volunteers to read the sentences aloud. Elicit them what the subject of the sentences are ("Eating" and "losing this game".) and explain that gerunds can be used as the subject of sentences. Elicit other examples from students.
- Have them complete the sentences with the gerund form of the verbs in the box.
- Check the answers orally.

Page 16

Writing

Activity 1

- Ask students if they like texting their friends and relatives and how often they do it. Then tell them that they are going to write text messages to make plans.
- Refer them to the chat and have them imagine that a friend of theirs wrote them those messages. Read the messages with students and clear up any doubts they may have.

Activity 2

- Read the questions with students and make sure they fully understand them. Instruct them to answer the questions in their notebook. Monitor and help as needed.
- Check answers orally with the whole group.

Activity 3

- Have students write a draft of their text messages in the speech bubbles in activity 1. If necessary, elicit what kind of reply they can give to each message before they start.
- Monitor and help as needed.

Activity 4

- Organize students into pairs and explain that they are going to read each other's instant messages and make suggestions on how to improve them.
- Have students exchange books, read each other's messages and take notes about them in their notebook. Remind them to point out positive aspects of their classmate's messages and aspects that need to be improved.
- Monitor and help as needed.
- Finally, ask students to tell their classmates what they have noticed in their instant messages. Instruct them to focus on the positive aspects first.
- Monitor again to make sure that all the students benefit from their classmates' feedback.

Activity 5

- Tell students to write the final version of their messages, incorporating the feedback they have received from their classmates.
- Finally, instruct students to share their instant messages with the same partner again and discuss how their productions have (or have not) improved.

Investigate

Hypothesis

- Ask students to read the sentence and complete it with the sport they believe the students at their school like the most.
- Remind them that this sentence is a hypothesis, so it needs to be investigated, which is what they are going to do next.

Collect Data

- Explain to students that they are going to carry out a survey in their school to find out the favorite sport among the students.
- Go over the instructions in the **Collect Data** subsection with students so they can prepare themselves to carry out the task and come up with reliable answers.
- Help students plan when they are going to interview the students, what percentage of the students in each grade will be interviewed, who will interview which groups and how they are going to keep a record of their answers. Remind them to keep separate records for boys and girls.
- Assign the data collection as homework.

Analyze the Data

- When students have interviewed their schoolmates, help them analyze the data collected and answer the questions.

Draw a Conclusion

- Have students go over the data and complete the conclusion with the results of their investigation.
- Ask students if they are surprised by the conclusion of the investigation or if it matches their hypothesis.
- When they are finished, have them share the results with the whole school via notice board, if there is one available, or even online.

Activity 1

- Organize students into small groups and tell them to discuss the questions. Monitor and help as needed.
- Ask for volunteers to share their answers with the whole group.

Page 17

Local and Global

Activity 1

Further Information

Laurie Hernandez – American gymnast who won a team gold medal and an individual silver one at the 2016 Olympic Games in Rio de Janeiro.

Yusra Mardini – Syrian professional swimmer who left her country because of the Civil War in 2015 and competed at the 2016 Olympics in Rio de Janeiro as a member of the Refugee Team.

Kylian Mbappé – French professional soccer player who is a rising star in the sport and currently plays for Paris Saint-Germain.

Usain Bolt – Jamaican sprinter considered the fastest man in the world. He won three gold medals at three consecutive Olympic Games—Beijing (2008), London (2012) and Rio de Janeiro (2016).

Ryan Sheckler – American professional skateboarder who, at the age of 13, became the youngest gold medalist in X Games history, in 2003.

Based on <https://www.biography.com/people/laurie-hernandez-080116>; <https://www.famousbirthdays.com/people/yusra-mardini.html>; <http://sportgraphy.com/kylian-mbappe-biography/>; <http://xgames.espn.com/xgames/athletes/3014442/ryan-sheckler>; <http://www.biography.com/people/usain-bolt-20702091>. <https://www.biography.com/people/usain-bolt-20702091>. Accessed on July 24, 2019.

Activity 2

- Read the questions with students and clear up any doubts they may have.
- If possible, have students do the research at school. If not, assign it as homework.
- Once students have done the research, have them work in groups and compare the information they have found.

Activity 3

Resilience – Resilience is the ability to recover quickly and be happy, healthy or successful again after facing an adversity in life. People with good resilience are capable of bouncing back more quickly and with less stress than those whose resilience is lower. Some of the main factors that can help us increase our resilience are: having supportive relationships with family members and friends, being able to manage feelings and impulses, having a positive self-image, being self-confident and knowing what our abilities and strengths are, having good problem-solving skills, and being able to make realistic plans and implement them. All learners—specially foreign language learners—should be taught how to be resilient, so that they can cope with the stress and setbacks that learning involves and overcome mistakes, difficulties and sometimes even failure.

- Reorganize students into new groups comprised of one student from each original group.
- Have them make a list of what is necessary for someone to become a famous athlete based on their findings in the previous activity. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and have students share their ideas. Take advantage of the opportunity to highlight the fact that those athletes became famous through resilience, hard work and discipline, but that support from family, community and government is also essential to them.

Activity 4

- In the same groups, instruct students to discuss the question. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Imagine

Concept

- Read the concept with students and clear up any doubts if necessary.
- Have them to react to the concept by circling the emoji that best describes their feelings about it.
- Organize students into small groups and encourage them to compare their responses to the concept. Ask them to discuss how they would feel if they were forced to practice a sport. Have them justify their ideas. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (in written, video or audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in pairs or small groups and present what they have found out in the research. If time allows, you can organize a debate among the students. Have students build their arguments for and against the idea. Then choose which students will be for and which ones will be against the idea that sports should be mandatory.

Activity 2

- Explain to students that they are going to read a text about the concept they have just discussed. Have them scan the QR code to access the text and read it. Clear up any doubts they may have.
- Organize students into pairs and have them discuss the questions. Monitor and help as needed.
- Ask for some volunteers to share their answers with the class and justify them.
- Ask students if there are similarities between the QR code text and the information they have found in their research. Encourage them to justify their opinions.

Pages 18 and 19

Workbook 1

Extension

- ▶ Watch the movie *The Blind Side* (United States, 2009). This biographical drama movie, which is based on the book *The Blind Side: Evolution of a Game*, by Michael Lewis, tells the true story of Michael Oher, a homeless teenager who was adopted by a wealthy and caring family who believed in him and encouraged him to play football and go to college.
- ▶ After students have watched the movie, ask for their opinions about it and have them discuss the power of sports to transform lives, nurture character and build resilience.

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Review 1

Activity 1

Transcript

Jessie: Hey, Kyle! Can I talk to you for a second?

Kyle: Hi, Jessie! Sure! What happened?

Jessie: Do you like our PE classes?

Kyle: Yes, I love them! I really enjoy playing baseball, basketball and soccer.

Jessie: That's nice, but don't you think we could do something different? Like martial arts or gymnastics?

Kyle: To tell you the truth, I'm not a big fan of martial arts or gymnastics...

Jessie: Alright, we could also go running, swimming or even skating! I just can't stand playing baseball, basketball and soccer anymore!

Kyle: I see what you mean. I guess you should talk to the PE teacher! What do you think?

Jessie: Yeah, maybe that's a good idea. Look! He's coming! I'll talk to him! Thanks, Kyle!

Kyle: Good luck!

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Branch Out

Sports Day

Activity 1

- Organize students into pairs or small groups and have them look at the images and discuss the questions.
- When students finish discussing in pairs or small groups, check the first question orally with the whole class. Then ask for volunteers from each group to share their experiences and opinions with the whole class.

Further Information

Curling – sport created in Scotland that can be played individually or in teams. The objective of the game is to slide a stone over the ice so it stops inside a circle and, at the same time, keep the opponent's stone out of it.

Based on <http://www.worldcurling.org/history-of-curling>; <https://www.olympic.org/curling-equipment-and-history>. Accessed on July 13, 2019.

Activity 2

- Tell students that they are going to work in groups to do a project about a sport and that they are going to present it during an event at school named Sports Day. Explain that the objective of this project is to get information about a variety of sports, promote them and have students vote for their favorite so that a school competition can be organized.
- Organize students into groups of four and explain that you will guide them through the steps of the project, so that all the groups work at the same pace. You may choose to do this project in one or two classes or divide it in multiple classes, so that each step takes a little time of each class. Set up a date to celebrate Sports Day and tell students that they will be making their presentation on this day.
- Have each group choose a sport—it can be either an individual or a team sport—that can be played at school. Make sure each group chooses a different one. If necessary, brainstorm sports with students and make a list on the board for them to choose from.
- Then instruct students to research some information about the chosen sport, such as its origin, its rules, the equipment it requires, where it is played, famous athletes from the past and present and world records. Also, have them brainstorm in their groups the abilities the sport requires and the benefits—physical and mental—it brings to those who play it.
- Once all the information has been collected, have groups decide on how they are going to present their findings. Explain that they can, for example, make a poster, a video, a leaflet, an oral or digital presentation etc.
- Tell students to prepare their presentation. Monitor and help as needed.
- When the presentations are ready, have students rehearse them. Monitor and help them with tips on how to deliver a successful presentation, such as voice projection, body language, gestures etc.
- Remind them to invite students from other classes and grades to attend their presentations. If possible, have them invite their parents too. Help them decide if they are going to make posters or leaflets to advertise the event, use the school website etc.

Activity 3

- On the day of the event, instruct students to cut white sheets of paper into squares to make the ballot papers.
- Organize students in stations around the classroom and invite the attendees to walk around these stations to see all the groups' presentations.
- Have students remind the attendees to vote on the sport they would like to try.
- When the event is over, have them count the votes to determine which sport got the most votes.

Activity 4

- Tell students that now they are going to organize and hold a competition of the most voted for sport in Sports Day.
- Guide them through each step in activity 4 when organizing the competition.
- Have students hold the competition on the set date and then evaluate the event.

Page 22

Makerspace

Game Design

- Since students are going to design and play a game, make sure they have a suitable environment to do so.

- Organize them into groups of four to six and ask them to follow the steps in the **Action** section. Monitor their work closely.
- Help as needed, but remember to let students work autonomously as much as possible.
- Ask students to search online for "party games" to find different types of games that can be played in groups. Instruct them to analyze the possibilities and consider their pros and cons in order to understand the features that successful games have.
- Have students decide on the type of game that they want to create and draw a simple sketch of it.
- As they get to the **Problem-solving** box, encourage them to reflect on the questions and discuss them in their groups to come up with practical solutions. If necessary, help them redo anything and remind them that making mistakes is not a problem, since it is a natural part of the process. However, it is important to be able to identify these mistakes and find ways to correct them.
- Instruct students to analyze the **Basic Supplies** and identify other resources and materials that they may need. Have them gather all the necessary supplies and continue with the project.
- Have students decide who is going to be responsible for each task. If necessary, instruct them to write a list of all tasks and then negotiate who will be responsible for what. Make sure everyone feels involved.
- When students finish designing their games, have them play. If possible, have groups play each other's games as well.
- Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers and ask for volunteers from different groups to share their conclusions with the whole group.

Page 23

Video: Skylodge: An Unusual Hotel

Before watching

- Have students think of an exciting holiday they remember. Ask them to imagine they are on that holiday and record themselves saying short vlog-style sentences describing it (e.g. "Here I am at the top of the volcano. It's really, really hot here, but the sunrise is beautiful."). Have them share their recordings and vote for the ones that sound the most exciting. They can only vote for three each. If they cannot record and share digitally, they can perform them live for the rest of the class.

While watching

- Tell students that they are going to watch a video about a place called the Skylodge. Organize them into pairs and ask them what they think the Skylodge is, where they think it is located and what they think people probably do there.
- When students finish activity 1, play the video and have them check their answers. Whose answers were the closest to the correct ones?
- Organize students into pairs for activity 3. Tell them to discuss in which order the events are shown in the video. They should consider what they remember from the video and write the order. Play the video again so students can decide which order the sentences should be in.

Transcript

Narrator: Tony and Thomas write about traveling... because they travel all the time! They're visiting Peru and staying in a hotel that's a thousand two hundred feet above the ground! The hotel is called the Skylodge.

Tony: Thomas, you ready?

Narrator: To get to their room, they need to climb!

Tony: So you're climbing up the side of a thousand-two-hundred-foot cliff.

Narrator: Going up to the hotel isn't easy, but it's very exciting.

Tony: You OK? Take your time, take your time.

Narrator: They're at their hotel room now! And they're very happy to be there. The room has glass walls. It's small but there are two beds... and even a toilet! At night, they have their dinner on their beds. But the best part is looking outside. In the dark night, Tony and Thomas can see the lights below. It's so beautiful they don't want to sleep!

Tony: I don't wanna fall asleep! This is like the most amazing hotel stay of my life and... I don't want to sleep!

Narrator: But they're too tired to stay awake. In the morning they wake up to a beautiful day. They go to a different room... and they have breakfast outside. A waiter gives them eggs, orange juice, tea and coffee. After eating a good breakfast, it's time to go. They leave by taking a zip line.

Tony: You do five zip lines down the side of the mountain.

Narrator: It's a fun way to start the day, and a great ending to their stay at the hotel.

Thomas: This is so cool and scary and amazing...

Narrator: For those who like mountains and a good view, the Skylodge is the place to be!

After watching

- Organize students into pairs and have them think of advantages and disadvantages of staying at the Skylodge. Then ask each pair to share their answers with the rest of the class.
- Organize students into groups of four. Ask them to answer the following questions: "Would you like to stay at the Skylodge? Have you heard of any other unusual places to stay?". When they finish the discussion in groups, have them share their answers with the rest of the class.
- Have students brainstorm a list of reasons why people would like to stay in places like the Skylodge. Then ask them if they have changed their minds in case they would not like to stay at the Skylodge and why.
- Show students the following moments in the video and ask them to react as if they were there:

  00:40 Tony about to climb the mountain

  01:02 Tony climbing into the room

01:26 Tony and Thomas looking outside

02:03 Tony and Thomas having breakfast

02:20 Thomas going down on the zip line

- If they need help, give them some ideas for improvised reactions for the first two, e.g. "Wow, this is scary! / I can't do it!".

Project 1 — Tourism

- In groups, tell students to discuss what they liked and disliked about the Skylodge.
- Then each group should design a guide for tourists, preparing them for their stay. They may use their answers for activity 4 too. The guide should include ideas for what to pack, what to prepare for and what to be excited about.

Project 2 — Science/Environmental Literacy

- The Skylodge capsules are located in nature. Because of this, their design had to take into account the impact on the environment. Have students think of a place in nature they like and reflect on the impact that building a hotel there could have on the environment. Then ask them to prepare a report with a list of requirements for any company who wants to build a hotel there. They should think about pollution caused by light, sound and waste, as well as the visual effect it would have.

Pages 24 and 25

CLIL

How Can Interaction Affect Our Lives? (Science)

Warm-up

- Organize students into four groups and play "Connect the dots/Timbiriche" on the board. This game is intended to exemplify cooperative interaction (among groups) and competitive interaction (against other groups). Draw small dots within a square in a grid to be connected later. Say a verb in the present and a student from one group has to say the verb in the past. Make sure to include these verbs: *believe, eat, reveal, say, see, study, think* and *understand*. His/Her classmates can help him/her. If the answer is correct, that student comes to the front of the classroom and draws a line to connect the dots to form a square; his/her group can also help him/her decide where to draw the line. If the answer is incorrect, the next group can participate and take two turns. The game continues and it is the next group's turn. The group that connects more squares within the big square is the winner.

Differentiation Strategy

For activity 4

- In pairs, ask students to use the following statements to express their opinions:

I am thinking of... (the topic) *from the point of view of...* (the viewpoint you have chosen).

I think... (describe the topic from your point of view).

A question I have from this viewpoint is... (ask a question from this viewpoint).

What new ideas do you have about (the topic) *that you did not have before? Do you have any new questions?*

Teaching Tip

For activity 5

- Organize students into three groups. The first group receives a worksheet with only the first and the last word of each sentence of the text "Remoras and Sharks". The second group receives a worksheet with the same blanks as the one in the book. The third group receives a worksheet with only five gaps to complete. Then, from each group, one student gets the complete text. He/She has to dictate the text to his/her group until they complete it. Have students compare their answers with the original text in the book.

Differentiation Strategy

For activity 6

- Have students use their questions to create dialogues. They can use a tablet/smartphone or a dictionary to look up words and phrases. Then ask them to perform their dialogues to the whole class.

Wrap-up

- Organize students into three groups. Ask each group to research how a certain ecosystem was organized in the past; for example, the ocean, the forest and the desert. Have them each look for information regarding animal interaction. If research cannot take place in the classroom, assign it for homework. Then ask students to make a poster with their findings and present them to their classmates.

2 More than Words

Objectives:

- Discuss types of nonverbal communication.
- Talk about memes and emojis.
- Use adjectives that characterize temporary feelings and what causes them.
- Use sense verbs.
- Compare two or more things.
- Write a blog post.
- Reflect on the use of hand gestures in different cultures.
- Reflect on the possibility of communicating without words.
- **Language:**
- nouns related to nonverbal communication
- *-ed* and *-ing* adjectives (annoyed, annoying, bored, boring, disappointed, disappointing, excited, exciting, interested, interesting, irritated, irritating, shocked, shocking, tired, tiring)
- sense verbs (feel, hear, look, smell, sound, taste)
- comparative and superlative adjectives
- *as… as…* and *not enough* + adjective
- nouns related to different forms of art

Digital Content: **First Move** image gallery, **Imagine** text and **Video** (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 38 and 39.

Pages 26 and 27

Opening Pages

Shorter Version

- Explore the opening image with students. Invite them to describe what they see and reflect on how the image relates to the title of the unit. Guide them to notice that the image suggests that we can communicate using different body parts, such as our eyes and hands.
- Discuss the questions with students. Encourage them to engage in conversation.

Longer Version

- With the book closed, tell students to write down three different ways of expressing their feelings and thoughts.
- Organize them into small groups and have them compare their ideas. Tell them to decide which ways of communicating feelings and thoughts are the most effective.
- After some time, open the discussion to the whole group.
- Instruct students to open their books to pages 26 and 27. In the same groups, tell them to talk about how the title of the unit and the opening image relate to their previous discussion. Monitor and help as needed.
- Open the discussion to the whole class. Guide students to notice that the opening image suggests that we can communicate using different body parts, such as our eyes and hands.
- Allow students some time to discuss the questions in their groups. Monitor and help as needed.
- Open the discussion to the whole class.

Pages 28 and 29

First Move

Activity 1

- Explore the images on page 28 with students. Ask them to describe what they see and say how the images relate to the topic of the unit. Guide them to notice that they all show forms of nonverbal communication.
- Organize students into pairs and have them do activity 1. Monitor and help as needed.
- Ask for volunteers to share their ideas. Help students realize that all options may be related to the images, if they consider that body language and facial expressions are part of miming.

Activity 2

- Allow students some time to discuss the questions in the same pairs as in activity 1. Monitor and help as needed.
- Open the discussion to the whole class.

Activity 3

- Instruct students to individually rank the forms of communication from the most to the least effective in their opinion. Monitor and help as needed.
- Have students compare their answers in the same pairs they worked with in the previous activities. Instruct them to explain their ranking to their classmates.
- Ask for volunteers to share and justify their answers.

Activity 4

- Allow students some time to discuss the questions in pairs. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Extra Activity

- As an extension to activity 4, have students play "Find someone who…".
- Write "Find someone who uses lots of emojis." on the board. Model the activity by asking some students if they use lots of emojis. Use the name of the first student who answers positively to complete the sentence, for instance, "Marina uses lots of emojis".
- Instruct students to write three different sentences starting with "Find someone who…" and interview their classmates accordingly. Monitor and help as needed.
- Ask for volunteers to share their findings with the class.

Activity 5

- Discuss the questions with students, encouraging them to engage in conversation.
- Ask students if they believe memes can be considered a form of nonverbal communication. Guide them to notice that many memes are composed only of images, with no words. They rely strongly on the facial expressions and body language of the people or animals depicted, as well as on viewers' cultural background. Even when memes have words, they hardly ever form complete sentences. For these reasons, they can be considered forms of nonverbal communication.

Activity 6

- Draw students' attention to the meme and have them describe it. Ask students in what situations they believe it could be used.
- Ask for volunteers to read the comments aloud and clear up any doubts students may have.
- Draw their attention to the blank space and instruct them to write a comment there. Explain that they may write about the use of memes in general or that specific meme. Monitor and help as needed.
- Ask for volunteers to read their comments to the class.

Activity 7

- Ask students if they have ever seen an emoji they did not understand and why they believe this happened. Guide them to notice that cultural differences impact nonverbal communication. Help students realize that people in other countries probably do not use all the same memes, emojis, hand gestures, signs etc. as them.
- Have students write down a question about nonverbal communication in other countries. Monitor and help as needed.
- Assign the research for homework.
- In the following class, organize students into small groups and have them share what they have found out in their research. Discuss the findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Tip

Nonverbal communication is often particular to a certain culture. In certain countries, such as Bulgaria, turning your head from side to side mean "yes", while the "thumbs-up" gesture may be regarded as offensive in Greece.

Page 30

Language 1

Activity 1

- Read the sentences with students and ask them where they were taken from (the comments in the **React!** section).
- Elicit the answers to the questions from students. Clear up any doubts they may have.

Activity 2

- Make sure students understand what they are supposed to do by going over the example with them.
- Allow them some time to complete the chart.
- Have students compare their answers in pairs.
- Reproduce the chart on the board and ask for volunteers to complete it.

Activity 3

- Have students describe the images.
- Elicit from them how the first sentence should be completed.
- Allow students some time to complete the other sentences.
- Ask for volunteers to read the sentences aloud.

Activity 4

- Organize students into pairs.
- Explain that they should tell their classmates how they feel about the elements in the activity, using adjectives from the previous activities or others they like. Advise them to follow the example. Monitor and help as needed.
- Ask for volunteers to share their ideas with the class.

Activity 5

- Elicit from students what the five senses are and write them on the board (sight, hearing, smell, taste and touch).
- Write "sense verbs" on the board and ask students what they think it means. Explain that sense verbs are the ones related to the five senses.
- Read the first sentence with students and have them identify the sense verb (heard).
- Allow them some time to do the rest of the activity.
- Have them compare their answers in pairs.
- Check the activity with the whole class. Clear up any doubts they may have.

Activity 6

- Check that students know the parts of the body in the activity by pointing at these parts on our own body and having students name them.
- Allow them some time to relate the verbs from activity 5 to the parts of the body.
- Check the activity with the whole class.

Activity 7

- Ask students if they know what an interactive museum is and if they have ever been to one.
- Instruct them to read the text once ignoring the blanks. Then have them describe in their own words what an interactive museum is.
- Tell students to complete the text using the verbs from activity 6. Remind them that they may need to conjugate the verbs.
- Ask for volunteers to read the complete text aloud. Clear up any doubts students may have and ask them if they would like to visit an interactive museum like the one described.

Page 31

Listening and Speaking

Activity 1

- Organize students into pairs and allow them some time to discuss the questions. Monitor and help as needed.
- After some time, open the discussion to the whole class.

Activity 2

- Read the adjectives with students and make sure they understand what they mean.
- Explain that they are going to listen to a student making a presentation about memes. Instruct them to circle the adjectives he uses to express his opinion on this form of communication.
- Play the track once.
- Check the activity with the whole class.

Transcript

Teacher: OK, everyone! Focus, please... So, let's continue our research week about nonverbal communication. Today, we are going to listen to Jonathan's presentation. Jonathan... you're on!

Jonathan: Well, my assignment is about the use of memes to communicate ideas. In my opinion, memes are really effective because they are funny and interesting. But we need to understand what memes really are and when we should use them. Memes are used to express ideas and emotions in a simple way. They can be based on videos or funny images and they usually have a short written message on them. Of course, they are informal and usually have a humorous message. Let me show you some examples of memes. The first one is this. It is used when you want to say that you didn't find something funny at all. As you can see, the written message is the opposite of what the image shows. So, there's a pinch of irony to it. Some memes don't even need words! Just the image makes everyone laugh, like this one. We can use it in many different situations. Let's see what else... We can create our own memes or use the ones on the internet. But we should remember that this form of communication is not very appropriate in formal situations. So, my suggestion is: know who you're talking to before you choose to use a meme!

Teacher: Thank you, Jonathan! Does anyone have questions for him?

Activity 3

- Have students describe the memes and imagine situations in which they could be used.
- Explain that they are going to listen to the audio again and identify the memes Jonathan talks about.
- Play the track once or twice, as necessary.
- Have students compare their answers in pairs.
- Check the activity with the whole class.

Activity 4

- Organize students into pairs and have them discuss the question.
- Open the discussion to the whole class. Encourage volunteers to justify their opinions.

Activity 5

- Tell students to close their book. Explain that they are going to listen to two words and that they should say whether or not they are pronounced the same.
- Play the track at least twice.
- Ask for volunteers to write the words on the board.
- Instruct students to open their book and check if the words in the activity are the same as the ones on the board. Elicit from them what the difference is between the pronunciation of the two words. Guide them to notice that the vowel sound in "feel" is longer than in "fill". Clear up any doubts they may have.
- Play the track once more and have students repeat the words.

Activity 6

Setting the Pace

🏃
- ▸ Tell students to close their book. Explain that they are going to listen to some pairs of words and that they should write them down in their notebook.
- ▸ Play the track once or twice.
- ▸ Have students compare their answers.
- ▸ Ask for volunteers to write the words on the board.
- ▸ Instruct students to reopen their book and compare the words on the board to the ones in the activity. Tell them to identify which sounds are long and which are short.
- ▸ Check the activity with the whole class.

🚶
- ▸ Instruct students to read the words and clear up any vocabulary doubts.
- ▸ Play the track, pausing after each word, so that students can analyze if the vowel sounds are long or short.
- ▸ Have students compare their answers in pairs.
- ▸ Check the activity with the whole class.

Activity 7

- Play the track again, pausing after each word so that students can repeat it.

Activity 8

- Allow students some time to think and make notes about their favorite memes. If you see fit, allow them to use their own devices to search for these memes, so that they have a visual aid to do the activity. Monitor and help as needed.
- Tell students to think of how they could describe their favorite memes to someone.

Activity 9

- Organize students into pairs. Tell them to choose one of the memes they wrote about in activity 8 and describe it to their classmates, so that they can guess which one it is.
- If there is time, have students follow the same procedure with the other memes they wrote about.
- Once students have guessed the memes, instruct them to discuss the messages they believe these memes communicate and in which situations they like to use them. Monitor and help as needed.
- Ask for volunteers to share their ideas with the class.

Activity 10

- Explain to students that they should record their description of a meme. Advise them to rehearse in pairs and provide feedback to each other before recording themselves. Monitor and help as needed. If necessary, assign the recording as homework.

- Finally, have them share their recording with the whole class.

Page 32

Reading

Activity 1

- Allow students some time to think of and write down five things that annoy them. Monitor and help them with vocabulary as needed.
- Organize students into pairs and have them compare—and justify—their lists.

Activity 2

- Draw students' attention to the text in activity 3 and have them answer the question.
- Ask for volunteers to share and justify their answers. Guide students to notice some elements that characterize a blog post, such as the layout, the title, the use of first person and informal language, the organization in topics, the use of memes etc.

Activity 3

- Instruct students to analyze the images and predict what the blog post is about. Have them justify their answers.

Activity 4

- Instruct students to read the text individually.
- Ask them who the author of the blog post is and how they know that. Guide them to notice that the post has a "signature" ("I'm Sheila and I always speak my mind.").

Activity 5

- Allow students some time to reflect on the question.
- Ask for volunteers to share their ideas and justify them using evidence from the text.

Activity 6

- Instruct students to reread the text and highlight the evidence of the statements.
- Allow them some time to compare their answers in pairs.
- Ask for volunteers to share their answers with the class.

Activity 7

- After students have done the activity, check it with the whole class.
- Ask for volunteers to justify why they chose each option, using evidence from the text.

Activity 8

- Instruct students to turn the images 4 and 5 from the text into memes by writing sentences for them. Remind them to take the context of the blog post into consideration while doing so. Monitor and help as needed.
- Ask for volunteers to share their ideas with the class.

Buzzwords

- Read the sentence with students and ask them to try to infer the meaning of the expression "pet peeve".
- Instruct them to look the expression up in a dictionary to check their guesses.
- Tell students some of your biggest pet peeves and ask for volunteers to share some of theirs with the class.

Activity 9

- Go through the situations with students and make sure they understand them.
- Organize students into pairs and have them tell each other how they would react to each situation. Monitor and help as needed.
- Ask for volunteers to share their ideas with the class.

Extra Activity

- ▶ Write some other examples of annoying situations on index cards and attach them to different spots of the classroom walls.
- ▶ Organize students into pairs and instruct them to walk around the classroom, stopping at each card. They should read the pet peeve on it and tell a classmate how they would react to it.
- ▶ After some time, ask for volunteers to share how they would react to the pet peeves on the cards.

Activity 10

Appropriate use of humor – Appropriate use of humor is an important cultural element and denotes a high level of linguistic knowledge and social awareness. Students should be aware of the moments when they can crack jokes and when they cannot. They should also reflect on what types of subjects are appropriate for jokes and which are not. The development of this competence can prevent students from offending people and being misunderstood.

- Organize students into pairs and have them discuss the question.
- After some time, open the discussion to the whole class. Guide them to notice that exaggeration is often used as a strategy to obtain a humorous effect.
- Take advantage of the moment to have students reflect on the situations in which it is appropriate to use elements such as memes and exaggeration. Help them realize that they should only use these elements when they believe they are not going to offend anyone. In case they are aware they may offend someone and choose to do it anyway, they should be prepared to be held accountable for their acts and face possible consequences. Encourage students to discuss the topic.

Page 34

Language 2

Activity 1

- In pairs, have students read the sentences and discuss whether they agree with them or not. Monitor and help as needed.
- Ask for volunteers to share and justify their opinions.

Activity 2

- Read the questions with students and elicit the answers from them. Clear up any doubts they may have.

Activity 3

- Refer students to the grammar box and to the **Snack Learning** box and read their content with the whole group.
- Instruct students to do the activity individually and check answers with a classmate.
- Ask for volunteers to share their answers with the class. Clear up any doubts students may have.

Further Information

Salvador Dalí (1904-1989) – Spanish painter best known for the striking and bizarre images in his surrealist work. Apart from painting, Dalí's artistic repertoire included film, sculpture and photography, at times in collaboration with a range of artists in a variety of media.
Eduardo Kobra (1976-) – Brazilian street artist who paints wall murals depicting massively-scaled portraits. His colorful kaleidoscopic murals can be seen in many cities around the world, including São Paulo, New York and Moscow.
Vincent van Gogh (1853-1890) – Post-impressionist Dutch painter. His work is remarkable for its emotion and color. He struggled with mental conditions throughout his life and this is said to have influenced his work.

Based on <https://hisour.com/salvador-dali-12862/>; <http://www.streetartbio.com/about-eduardo-kobra-biography>; <http://vsemart.com/brazilian-street-artist-eduardo-kobra/>; <https://www.biography.com/people/vincent-van-gogh-9515695>. Accessed on July 24, 2019.

Activity 4

- Make sure students understand what they are supposed to do by eliciting how they could rewrite the first sentence.
- Allow them some time to write their sentences. Monitor and help as needed.
- Have students compare their sentences in pairs.
- Ask for volunteers to share their answers with the class.

Activity 5

- Pick two elements from the activity and compare them according to your opinion. You may say, for instance, that swimming is more relaxing than soccer. Write your sentence on the board and ask students if they agree with you.
- Instruct them to follow the same procedure and write comparative sentences about the elements in their notebook. Monitor and help as needed.
- Have students compare sentences with a classmate they have not worked with yet.
- Ask for volunteers to share their sentences.

Activity 6

- Elicit from students the names of the art forms in the activity. Write them on the board so that they can see their spelling. Then ask them to label the images.

Activity 7

- Tell students that they are going to listen to a conversation. Tell them to take notes of the art forms that are mentioned in it (painting, music, theater and poetry).
- Play the track once.
- Check the activity with the whole class. Then explain to students that they are going to listen to the conversation again and that they should complete the sentences accordingly.
- Play the track one more time.
- Ask for volunteers to share their answers with the class.

Transcript

Sarah: Hi, Igor. Do you have the instructions for the art homework?
Igor: Yes, we have to choose a modernist painting and find information about it.
Sarah: Really? A painting? Music and theater are much more interesting!
Igor: I don't know... For me, painting's the best! I really love Picasso's work!
Sarah: No! Painting is too complex! It's as complex as poetry!

Further Information

Pablo Picasso (1881-1973) – One of the greatest and most influential artists of the 20th century, as well as the co-creator of Cubism. One of his most famous paintings is *Guernica* (1937), a surrealist testament to the horrors of war.

Based on <https://www.biography.com/people/pablo-picasso-9440021>. Accessed on July 24, 2019.

Activity 8

- Draw students' attention to sentence 2 in activity 7 and guide them to notice that "the best" is the superlative form of "good". Explain that some adjectives are irregular, which means that they do not follow the same rules as the others.
- Refer students to the **Snack Learning** box and read its content with them. Clear up any doubts they may have.
- Allow students some time to answer the questions individually. Monitor and help as needed.

Activity 9

- Have students interview each other using the questions from activity 8. Encourage them to ask follow-up questions and justify their opinions. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Activity 10

- Make sure students understand what they are supposed to do by eliciting from them how they could complete the first sentence. Encourage them to be imaginative.
- Allow students some time to complete the sentences. Monitor and help as needed.
- Organize students into pairs and have them compare—and justify—their sentences in activity 10.
- Ask for volunteers to share their answers with the class.

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Writing

Activity 1

- Tell students that they are going to write a blog post similar to the one in the **Reading** section. However, instead of writing about what annoys them, they are going to write about what makes them happy.

- Tell students to follow the instructions and make notes in their notebook to plan their post. Monitor and help as needed.

Activity 2

- Have students write a draft of their post in the space provided. Monitor and help as needed.

Activity 3

- Organize students into pairs and explain that they are going to read each other's drafts and make suggestions on how to improve them.
- Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- Have students exchange books, read each other's drafts and take notes about them in their notebook, pointing out good aspects and aspects that need to be improved. Monitor and help as needed.
- Ask students to tell their partners what they have noticed in their drafts. Remind them to be respectful.

Activity 4

- Instruct students to write the final version of their blog post, taking their teacher's and classmates' feedback into consideration.
- Finally, have them share their production with the whole class.

Investigate

Hypothesis

- Read the sentence with students and draw their attention to the blank.
- Encourage them to think for a while and complete the sentence using one of the options, according to their opinion.

Collect Data

- Explain to students that they will have to collect some data to check their hypotheses.
- Go through the instructions with them and make sure students understand what they are supposed to do.
- Assign some time for students to carry out the experiment (e.g. a couple of days, a weekend etc.).

Analyze the Data

- Instruct students to write answers to the questions in their notebook, based on the data they have collected. Monitor . and help as needed.

Draw a Conclusion

- Based on the collected and analyzed data, tell students to complete the sentence with "easy", "difficult" or "impossible".
- Encourage them to share their findings and check if all students came to the same conclusion.

Activity 1

- Organize students into groups and have them discuss the questions. Monitor and help as needed.
- After some time, open the discussion to the whole class. Guide students to notice that verbal communication may have disadvantages, considering that people who do not speak the same language may not be able to communicate, and that people who cannot speak, read or write properly may suffer prejudice and have other problems due to that.
- Elicit from students what can be done to minimize the challenges faced by people who cannot speak, read or write properly.

Page 37

Local and Global

Activity 1

- Draw students' attention to the images of the gestures.
- Allow them some time to read the questions and think about them.
- Elicit the answers to the questions from students. Encourage them to engage in conversation.

Activity 2

- Explain to students that they are going to do some research to find out information about hand gestures in other countries. Read the questions with them and make sure they understand what they are supposed to do.
- If possible, have students do the research at school. If not, assign it as homework.

Activity 3

- Organize students into small groups and have them discuss the question based on their findings.
- After some time, open the discussion to the whole class and encourage students to share their ideas.

Imagine

Concept

- Read the concept with students and make sure they understand it.
- Instruct them to circle the emoji that represents their reaction to the concept.
- Organize students into pairs or small groups and have them compare and justify their reactions.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written, audio or audiovisual format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in pairs or groups and present what they have found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- Tell students that they are going to read a blog post about the concept they have researched. Have them scan the QR code to read it. Monitor and help as needed.
- Organize students into pairs or small groups and have them discuss the questions. Monitor and help as needed.
- Open the discussion to the whole class, encouraging students to engage in conversation.

Pages 38 and 39

Workbook 2

Extension

- Encourage students to watch the documentary *Pina* (Germany/France/UK, 2011). The film pays tribute to the late German choreographer Pina Bausch, as her dancers perform her most famous creations.
- Stimulate students to pay attention to the choreographies and try to figure out what messages they intend to convey.
- After they have watched the documentary, organize them into small groups. Have them discuss how the music and the choreographies made them feel, and if they could grasp any messages from the choreographies. Monitor and help as needed.
- After some time, open the discussion to the whole class.

Based on <https://www.imdb.com/title/tt1440266/>. Accessed on July 24, 2019.

Page 41

Video: Truths about Common Illnesses

Before watching

- In pairs, ask students to brainstorm answers to the following question: "What can we do to stay healthy?". Have them share answers then vote on which they think are the most important.

While watching

- Before playing the video, ask students to vote "yes" or "no" to the following question: "Can you really catch a cold from being cold?". Then tell students they are going to watch a video and check whether they were right or wrong.
- Have students take notes on Javid and Helen's experiments based on what they remember about the video. Ask them to share their answers with a partner. Then have them watch the video again and complete the chart.

Transcript

Narrator: The common cold is a very common illness, especially in the winter. But is it the cold that causes it? Meet doctors Javid, Helen and Phil, who want to know if it's fact or fiction: can you really catch a cold from being cold?

Phil: I think it's absolute nonsense, I think you catch a cold from a cold virus.

Helen: But then we tend to see more colds in winter and my Gran, very wise woman my Grandma, and she always says "Make sure you're covered up, otherwise you'll catch a cold", I mean... there might be something in it?

Javid: I just think that we weren't designed to exist in the cold weather.

Phil: Javid doesn't like being cold.

Javid: I hate it.

Phil: I think we should send Javid out to get really cold.

Narrator: To find out whether being cold can give you a cold, Javid is heading off to the Cairngorm mountains, in the Scottish Highlands. Javid and thirty others are going to take their coats off at the peak of the mountain and see if they catch colds.

Javid: How long are the coats coming off for?

Rob: Fifteen minutes, guys.

Javid: Right, so shall we do it?

Crowd: Yes!

Javid: After you. Rob, how cold is it?

Rob: It's about two degrees.

Javid: It feels like it.

Crowd: Three... Two... One...

Javid: Coats on!

Crowd: Yay!

Narrator: Now they have to wait for the results. Helen hates getting ill, and when you sneeze, illnesses can move from one person to another. Helen wants to know: how far from a sneeze can you catch a disease? To find out, she's carrying out an experiment with the help of professor Andrew Eastern, for which they need a load of these, one of these and one of these... Meet Sneezing Sally. They are going to measure the distance a sneeze can travel up a bus.

Helen: Sally, are you ready? OK... and action! So what happens next?

Andrew: So now we just wait.

Narrator: Andrew and his plates go back to the lab for testing. The results show that the sneeze traveled five rows. That's nearly five and a half metres.

Helen: Keep your sneeze in! Don't spread your disease five and a half metres away!

Narrator: Back with Javid, the test results showed that nobody caught a cold, but experts still had some advice on how to stay healthy.

Rob: Eat well, that's the key thing. You know, exercise, wash your hands.

Narrator: Colds and illnesses spread from your nose and throat when you sneeze and land on other people. So, if you sneeze, always cover your nose and mouth and always remember to wash your hands! There you have it, you don't catch a cold from being cold, but it's still very important to look after yourself.

After watching

- Organize students into groups of four and ask them to discuss the following question: "Do you trust these experiments?". Tell them to justify their answers. Then have them share their answers with the rest of the class.
- Play the following sections of the video again with the sound off and ask students to work in pairs and write what they think is being said.

01:28-01:31 *"Rob, how cold is it?", "It's about two degrees.", "It feels like it."*

02:29-02:39 *"Sally are you ready? OK… and action! So what happens next?"*

03:17-03:30 *"Colds and illnesses spread from your nose and throat when you sneeze and land on other people. So, if you sneeze, always cover your nose and mouth and always remember to wash your hands!"*

- Play the excerpts and have students check their answers. Draw their attention to the intonation when asking questions and giving advice. E.g. "Wow, this is scary! / I can't do it!".
- Ask students to work in pairs and pretend one of them is Javid or Helen giving a public talk. The other student is an interviewer. The interviewer must ask questions while "Javid" or "Helen" practice giving advice. Tell students to speak loudly and clearly, as if they have an audience. Ask them to focus on intonation, bearing the clips from the video in mind. Afterwards, have students swap roles.

Project 1 — Science

- ▶ Students are going to design an experiment to answer one of the two questions in the video: "Can you catch a cold from being cold?" or "How far from a sneeze can you catch a disease?". Ask students to think of an experiment different from the ones they saw in the video and be prepared to explain why it is reliable and accurate. Tell them to vote on the best idea and, if possible, carry out the best experiment with the whole class.

Project 2 — Art and Design

- ▶ Organize students into groups of three and have them design a poster that is going to be displayed around the school to make people more aware of how to avoid catching a cold. The poster must give information and be visually pleasing.

Pages 42 and 43

CLIL

Why Do Artists Paint Cities? (Art)

Warm-up

- Organize students into a circle and have them play a game. Each student says the name of a country. If one of them can't say a country, he/she is out of the game. Continue until there is only one student left.

Teaching Tip

For activity 2

- Organize students into small groups. Then allow them to use a dictionary to look up the words *settlements, tributes, emblematic, magnificence, singularity, profiles, inhabitants* and *freedom*. Next, have them choose five words and write five sentences, each containing one of them. Finally, have each group read their sentences aloud and check if they are correct.

Differentiation Strategy

For activity 6

- Have students act out their stories for the class. They can read the text, but lines are not to be memorized. The focus is on reading the text expressively, using intonation and gestures.

Teaching Tip

For activity 7

- Take some images of urban pictorial art to the classroom and have students discuss what they find most interesting in each of them. They may also talk about what they think is being portrayed in the images.
- Write the following questions on the board, have students discuss them and then report their opinions to the whole class: "Have you ever seen graffiti in your city? If so, where? Why do you think graffiti can be considered an example of controversial art?".

Wrap-up

- Organize students into groups of five and provide them with materials to create a mural, such as paint, brushes, crayons etc. The topic of the mural must be promoting urban pictorial art. Finally, groups explain their art to the rest of the class. If possible, you can organize an open exhibition with other groups at the school.

3 Food Talk

Objectives:

- Talk about food shopping preferences and possibilities.
- Describe quantities of food and food containers.
- Negotiate the organization of a party.
- Analyze tweets about a TV show.
- Write tweets about eating habits.
- Reflect upon the origin and the quality of food.
- Express opinion about different dishes.

Language:

- food shopping preferences (app, convenience store, internet, street market, supermarket, vending machine); food (baked beans, cereals, chips, chocolates, doughnuts, eggs, honey, jam, ketchup, milk, olive oil, orange juice, peanut butter, popcorn, rice, sweet corn, tuna, water)
- a bottle, a can, a box, a bag, a jar, a carton; a cup of, a head of, a slice of, a spoonful of
- numbers 0-1000
- countable and uncountable nouns
- quantifiers
- indefinite pronouns

Digital Content: **First Move** video, **Imagine** text and **Video** (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 56 and 57.

Pages 44 and 45

Opening Pages

Shorter Version

- Explore the image with students. Invite them to name what they see and to explain how the image relates to the title of the unit.
- Direct students' attention to the box and ask them to answer the questions in small groups.
- Once they are done, ask them to report some of their answers to the whole group.

Longer Version

- With the books closed, present students with the question "What did you eat yesterday?" and ask them to list, individually, every food item they remember having on the previous day.
- Once they are done, organize them into small groups and have them compare their diets and check for similarities. Alternatively, you can ask them to check their diets and come up with some conclusions, such as how much industrialized food they consume on a daily basis or how much fruit, dairy products, vegetables and meat they eat.
- After a few minutes, open the discussion to the whole class and elicit the groups' conclusions.
- Then ask students to open the book to pages 44 and 45 and relate the title of the unit to the discussion.
- Next, direct their attention to the box and ask them to read the questions. Clarify any vocabulary doubts and make sure students understand the questions.
- Instruct them to discuss the questions in pairs or small groups before opening the discussion to the whole group.

Pages 46 and 47

First Move

Activity 1

- Direct students' attention to the images and ask them what they can see. Encourage them to connect the images to the title of the unit (Food Talk) and ask them which of these places are more common in their region.
- Have students read activity 1 and make sure they understand that they have to complete the sentences about themselves and their families using the words from page 46. Allow them some time to think and do the activity individually.
- Then have students share their answers in pairs orally.
- Finally, write on the board "My family and I usually/sometimes/never go to _______." and encourage students to say what they have in common. If you feel they need more challenge, you may ask them to give some examples of things they buy in each place instead.

Activity 2

- Tell students that they are going to watch a video about a tourist going food shopping. In case there are no video resources available, have them listen to the audio.
- Instruct them to read the options, then predict where a tourist would go food shopping and why they think so.
- Play the video for students to check their predictions.
- Ask them to compare their answers in pairs before opening the discussion to the whole group.

Transcript

I don't even know where to start. Hello, everyone! Welcome back to my channel. Today's video is going to be a little bit different because I had this crazy idea.

Basically, I am from Portugal, if you guys didn't know that already. In Portugal, or, I guess, in other countries in Europe, it is quite easy to find things in supermarkets that are, like, one euro, that you can buy for one euro.

I was wondering what kind of things can you buy (sic) in a Norwegian supermarket for one euro. So, what I did today was, basically, I went to a supermarket here in Oslo.

In the beginning, it went very well. So, I started with, like, the fruit and vegetables, like, section of the supermarket. So, in the vegetable section, you can buy two *paprikas*. *Paprikas* as in, like, the Norwegian version of red peppers, I guess. So, yeah, you can buy two. Also in the vegetable section, you can buy a bag of baby, baby carrots. They are very small and cute. Look at this one. Oh my goodness! Then I moved on to the fruit section because everything else in the vegetable section was above ten kroners. If you buy one, like, one pear, then it's one euro or less. But, if you buy two pears, then it goes over the ten kroners. And the same for oranges. If you buy one orange, then it's OK. OK... But if you buy two, then, no, it can't be two, just one.

Then I moved to the frozen things. I found, get ready for this... So, it's basically frozen potatoes, sliced. So they are already sliced. So, that's under one euro. Then, in the frozens as well, I found spinach, a bag of spinach.

Then I moved to, like, the cakes and bread and cereal aisle of the supermarket. In this part of the supermarket, I found *havegrøt med blåbær*. So, I guess it's like oats. You know when you put together oats with milk or water and... it's like a breakfast thing, I'm not sure, *papas de aveia* in Portuguese, I'm not sure how you say this in English, but you get the point.

And no milk, no cream, no cheese, nothing was under one euro. And I think that's it. Let me know what you think about prices in Norway, what do you think (sic) about prices in your country. Bye!

Further Information

Norway – located in northern Europe, the country has the fourth highest income per capita in the world, a comprehensive social security system and extensive reserves of minerals, natural gas, petroleum, seafood and fresh water. Its capital is Oslo.

Based on <https://www.britannica.com/place/Norway>.
Accessed on June 30, 2019.

Activity 3

- Go over the activity with students and clarify any doubts.
- Encourage them to remember which sections appear in the video, making sure they understand they can check more than one option.
- Then play the video again for them to check their guesses.
- Ask for some volunteers to share their answers with the group.

Activity 4

- Have students work in pairs or in small groups to do this activity.
- Instruct them to read the question and rely on what they remember from the video to answer it.
- Ask for some pairs or small groups to share their answers. If necessary, play the beginning of the video for them to check it.

Activity 5

- Go over the questions with students, clearing up any vocabulary doubts they may have.
- Allow them some time to think about the questions. Encourage them to refer to the images on page 46, as well as to their own knowledge, to answer them.
- Then have them work in the same pairs or groups from activity 4 and share and justify their answers. Monitor and help as needed.
- Open the discussion to the whole group, making sure students justify their ideas.

Activity 6

- Talk to students about the video and encourage them to give their opinion about its content. For instance, they can talk about prices in Norwegian supermarkets, about the girl's initiative to do this price research and video, or her traveling experience (as she is Portuguese, is in Norway and speaks English) etc.
- Have students read the comments in the activity and ask them if they agree or disagree with any of them and why.
- Tell them to write their own comments about the video. Explain that they can comment on the content, on their personal experience related to food shopping or on their own routine and how it compares to the girl's. Monitor and help as needed.
- Ask for some volunteers to share their comments with the class. Make sure students respect opinions that differ from theirs.

Extra Activity

▶ If you have the chance, you can take students to a local market and ask them to research what items they would be able to buy with the amount of local money that is equivalent to one euro. First, ask them to check the currency exchange to get to a value in their own currency. Then ask them to write a list of food items that they would be able to buy with this amount of money. Alternatively, you can ask them to surf the internet and check online supermarkets to carry out the same research.

Activity 7

- Elicit from students what they have learned about food shopping and prices from the discussions they carried out and the video in activity 2.
- Ask them what other information they would like to know about food shopping, supermarkets and prices in other countries.
- Encourage them to write a question and then share it with some classmates, who can try to answer it.
- Assign the research into the answer as homework.
- In the following class, organize students into small groups and have them share what they have found out in their research. Discuss the findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Page 48

Language 1

Activity 1

- Have students go over the food items listed and clarify any vocabulary doubts. Encourage them to share their opinions about the food, saying whether they eat and like them or not.

- Ask them if they have ever bought these items or seen them in the supermarket or in any other place to buy food. As students' answers will probably be affirmative, ask them in what container these foods are sold.
- Draw students' attention to the images, making sure they understand the different containers presented. Then have them match the food items to the recipients.
- Finally, check answers with the whole group. Accept all possible answers, as the same food item can be sold in different kinds of containers.

Activity 2

- Have students look at the list and say when and where they usually find it (When people need to take notes about things they have to buy. It can usually be found at home, pinned to the fridge, on someone's diary etc.).
- Instruct them to look at the food items in the grocery list and think of the best containers for each of them. Explain that, in some cases, more than one answer is acceptable, as food comes in different containers, depending on where they are bought.
- Have students compare their answers in pairs.
- Finally, ask for some volunteers to share and justify their answers. Accept all possible answers as long as students are able to justify them.

Activity 3

- Ask students if they have ever cooked and, if so, what they made. Then have them think of how the food items in a recipe are indicated—for example, whether it says "flour" or "1/2 cup of flour"—and why (Because just "flour" doesn't say how much we need to use, so it is not helpful.). Make sure they understand that measuring quantities is necessary for many things, including cooking.
- Elicit from students other ways to measure food in a recipe, guiding them to mention the word "weigh".
- Instruct them to read the words in the box, look at the images and read the sentences. Explain that each image refers to a sentence with the corresponding number, and they have to complete them with the correct word in the box. Allow them some time to do so.
- Correct the activity with the whole group by asking for volunteers to read their answers aloud. Make sure students understand that we use different words to talk about different food.

Activity 4

- Review numbers 0-100 quickly with the class.
- Encourage students to guess how numbers higher than 100 would be written. Then draw their attention to the **Snack Learning** box and go over the examples. Also, ask for volunteers to say how numbers 600, 700, 800 and 900 would be written, encouraging them to notice that they should repeat the same pattern from the first examples in the box: the first number plus the word "hundred".
- Allow students some time to do the activity.
- Check their answers by asking for some volunteers to write the numbers in full on the board.

Setting the Pace

- ▶ After checking students' answers, encourage them to guess how numbers higher than 1000 are formed. On the board, write "1368" and have students try to say it aloud. Explain that they just have to say the first digit plus thousand plus the other numbers according to the **Snack Learning** box.
- ▶ Proceed to a dictation by saying several numbers higher than 100 and having students write them in their notebook. Alternatively, organize them into small groups and have them take turns saying and writing down the numbers. Monitor and help as needed.

- ▶ Review with students all numbers from 0 to 100. You can do so by writing some numbers on the board and having students say them aloud or write them in full.
- ▶ When they feel confident about these numbers, draw their attention to the **Snack Learning** box and go over the examples with them. You can also write some extra input on the board before students do the activity, to make it more visual for them, such as "104, 246, 389, 475, 530, 628, 717, 854, 999, 1000".
- ▶ Then have them do the activity and check answers on the board.

Activity 5

- Have students look at the activity, elicit what kind of text it is (a recipe), what it is about (orange soy sauce marinated chicken) and if they would like to try it.
- Draw their attention to the blanks in the recipe, as well as the numbers in parentheses, and explain that they have to write them in full to complete the instructions.
- Allow them some time to do the activity before checking answers with the whole group.

Activity 6

- Organize students into small groups and have them talk to each other and answer the questions.
- Walk around monitoring students' production and taking notes of any mistakes they make as well as good samples of language.
- Elicit contributions from the whole group once they are done.
- Then carry out a feedback slot based on the notes you took. Write on the board different samples of language and ask students to identify which statements are examples of accurate use of English and which ones need to be corrected.

Page 49

Listening and Speaking

Activity 1

- Ask students to talk in pairs and answer the questions.
- Elicit contributions from the whole group once they are done.

Tip

You can always encourage students to ask follow-up questions to keep the conversation going. This is a relevant strategy to help them become more effective communicators that you can revisit on a regular basis. Demonstrate how it can be done before students start the activity to give them an idea on what to ask as a follow-up.

Activity 2

- Explain to students that they are going to listen to two people, Josh and Kristen, organizing a party and talking about the menu they have prepared.
- Go over the images with them, making sure they know how to name the food items portrayed in English.
- Then explain that they are going to check just the food items that are mentioned by Josh and Kristen. Play the track once or twice for them to do the activity.
- Ask students to compare their answers with a classmate. Then carry out a whole group correction.

Transcript

Josh: So, Kristen, is everything ready for the party tomorrow? I am beat after all this work but really happy that we will see Maya, Frank and Lindsay again. The five of us have plenty to talk about.

Kristen: I guess so. We already have a jar of olives, some cheese and a lot of pickles for the appetizers. Everyone loves pickles.

Josh: That's great. How much juice did you buy, by the way?

Kristen: I got three cartons of orange juice and one carton of cranberry juice. Did you buy the chips?

Josh: Yep! I got us five bags. Do you think it's enough?

Kristen: Let me think… We've got chips, pickles, some olives and cheese. And then, of course, Maya's incredible tuna sandwiches. I think we have enough food. Have they told you what time they are planning to arrive?

Josh: Maya said she is going to take off after class. So she will be here at around six p.m. Frank and Lindsay are going to arrive a bit later.

Kristen: Perfect!

Josh: Hey! I almost forgot! There is cheesecake for dessert too! I will probably eat two or three slices. It's my favorite dessert in the whole world!

Kristen: Well, Josh, in that case maybe we should get to the cheesecake before you. We want everyone to have something sweet at the party—not just you.

Tip

Since students should only listen and identify the food items mentioned, it would be a good idea to provide them with some note-taking techniques, such as: don't focus on the whole dialogue, only on what is important; don't write whole sentences, only what the activity is asking etc.

Activity 3

- Make sure you read the questions with the whole group and help them remember the answers before they actually listen to the dialogue again. Even if they cannot remember the exact answer, tell them to anticipate what kind of information they will have to listen for. For example: in questions 1 and 3 we should be expecting quantities; in question 2, names; in question 4 we should expect a food item; in question 5, a time; and in question 6, a yes or no answer. This is an important strategy that can be used both in real life and in exam conditions.
- Play the track and allow students some time to answer the questions.
- Then play it once more so they can check their answers.
- Finally, ask them to compare their answers with a classmate before carrying out a whole group correction.

Buzzwords

- Refer students to the **Buzzwords** box and read the sentence with them. Elicit who said the sentence: Josh or Kristen (Josh).
- Draw students' attention to the word "beat" and ask if they know what it means in this context, encouraging them to guess.
- Then invite them to look the meaning of the word up in the dictionary and encourage them to think of other synonyms (e.g.: exhausted, drained, fatigued, worn out, dead tired).

Activity 4

- Organize students into pairs and ask them to talk to each other and answer the questions.
- Elicit contributions from the whole group once they are done. It is very important to encourage students to develop their reasons. There is no answer key to this exercise; however, it is a very good opportunity to develop students' *critical* thinking and their ability to explain their reasons through evidence.

Activity 5

- Go over the sentences with students and encourage them to notice that there are three words in bold. Ask them whether they think the three of them are pronounced the same or not.
- Draw their attention to the first sentence and encourage them to notice the possible differences between the words that come after "of". Guide them to notice that one of them starts with a vowel and the other, with a consonant. Then ask them whether they think it might influence the sound of "of".
- Play the track twice: the first time for students to notice the different sounds and then to repeat them aloud.
- Make sure you carry out enough whole-group repetition of the whole sentences as well as of the individual sounds so that students can tell the different nuances of pronunciation between "of" and "off".

Activity 6

- Encourage students to say the sentences aloud again, paying attention to the *f* sound in each case to do the activity. If necessary, play the track once more.
- Guide them to notice that even the pronunciation of the word "of" varies according to the word or letter it precedes: when

the word "of" comes before a vowel, it sounds like /əv/; and when it comes before a consonant, it sounds like /ə/. Also, explain that it sounds different in context than when the word "of" is pronounced alone (it sounds like /ɒv/).

- Finally, highlight on the board how the *f* sound connects with the vowel sound of the following word (e.g.: "**of o**lives"). This will help students visualize the linking sound. This does not happen, however, when "of" appears before a consonant.

Activity 7

- Organize students into pairs and have them discuss the question. If necessary, play the audio once more for them to pay attention to the different pronunciations.
- After a while, elicit students' guesses, making sure they understand the words "of" and "off" are pronounced differently: in "off", the *f* sound is pronounced as /f/; in "of", it can be pronounced as /v/ if it comes before a vowel or it can not be pronounced at all if it comes before a consonant.

Activity 8

- Organize students into groups of four to five members.
- Tell them that they are going to organize a party with their classmates and go over the items they need to talk about.
- You can also elicit some language functions that can be helpful for students to perform the task. Consider language that will help them with the negotiating, agreeing, disagreeing and making suggestions.
- Then instruct them to organize themselves and decide who is going to take notes of their decisions. Every group should have a designated secretary.
- Allow the groups some time to go over all the topics to organize their party. Monitor and help as needed.
- Finally, encourage the groups to share their plans with the class. If time allows and you find it appropriate, encourage students to vote on the party with the best menu.

Activity 9

- Tell students that they are going to make a video talking about their party.
- First, have them go through their notes from activity 8 and divide them among the group members. This way, everyone has something to say about the party.
- Then have the groups prepare their script and rehearse it. Monitor and help as needed.
- When students feel confident enough, have them record the videos in pairs using a smartphone or camera. Alternatively, you can assign the recording to be done as homework.
- Watch students' videos and give them feedback on their production.
- Finally, have them share their videos with the whole class.

Pages 50 and 51

Reading

Activity 1

- Ask students to look at the text and answer the questions with the whole group.
- Make sure you explore further the internet genre of tweeting and some of its characteristics. If you have access to the internet, you can show students the actual page and discuss the layout, organization of information, length of contributions, development of threads, use of symbols and signals etc.

Further Information

Twitter – created in March 2006 and launched in July of the same year. There are approximately 330 million Twitter users. A user can post texts, videos and images on it. Tweets used to be restricted to 140 characters, but the limit was doubled in 2017.

Based on <http://thefederalist.com/2017/09/29/twitters-test-expansion-280-characters-mark-end-genre/>. Accessed on June 30, 2019.

Activity 2

- Go over the activity with students and explain that they have to check which of those pieces of information can be found. Make sure they understand that, to do so, they don't need to focus on the detailed content of the texts or worry about words they don't know. At this point, they only need to scan the texts to check the information that is requested in the activity.
- Allow them some time to do so before checking their answers. Encourage students to give some examples from the texts to justify their answers.

Activity 3

- Before students carry out the activity, you might want to ask them to analyze each sentence and predict which piece of information might be incorrect. You can do this with the whole group.
- Ask them to do the activity individually then compare their answers in pairs.
- When checking the activity with the whole group, make sure students understand that, even though answers 3 and 4 are stated in the tweets, they are supposed to infer the answers 1 and 2, as well as rely on their previous knowledge. For instance, they should refer to their background knowledge to identify that this kind of TV show is not rehearsed (it shouldn't be, anyway), but it is a cooking competition; from the tweets, they should also realize that people have different opinions about the participants.

Activity 4

- Go over the images with students and elicit what they see in each of them.
- Then encourage them to look back at the tweets and identify who is talking about each topic.
- Explain that in the answers they should write the name of the person or people who are talking about the topic, as well as what they said. If necessary, do the first item with them as an example.
- Have students do the activity individually and compare their answers in pairs.
- Ask for some volunteers to share their answers. Write them on the board so students can correct their answers.

Activity 5

- Organize students into pairs and have them go over the sentences. Clear up any doubts they may have.
- You might want to tell students that the sentences are not in the same order as in the text. You can also elicit what strategies they can use to find the answers (e.g.: look for keywords that are present in the activity and in the tweets, eliminate tweets that are not related to the activity).
- Ask for some volunteers to share their answers.

Activity 6

- Have students work in the same pairs from activity 5.
- Instruct them to find the hashtags of the activity in the tweets. Then have them read what was posted to infer what each hashtag means.
- Allow students some time to discuss their ideas. Monitor and help as needed.
- Finally, have them share their ideas with the whole group. Make sure they understand that Ray is probably one of the participants of the show, and the hashtag #teamray is used to support him. The hashtag #curious, posted by Amy, indicates that she had no idea why the judges gave the chefs a spoonful of honey and she wanted to know the reason for it. Also, the hashtag #toosalty is used by Larissa, who is criticizing the amount of salt the participant used and giving a suggestion on how to solve it. The hashtag #superchef2018 reveals the name of the show.

Activity 7

- Refer students to the fourth tweet in activity 2 and ask why they think Lucinda is disappointed with the show (Because the chefs are not very inspired.). Also, ask how they know she is disappointed (She used the hashtag #disappointed.).
- Have students work in the same pairs to identify how the people in each tweet are feeling, based on the content of their posts and on the hashtags they use. Encourage them to notice whether they seem to be enjoying the show, the food, the ingredients etc. and why.
- Go over the adjectives from the box and ask students to relate them to the people in each tweet based on what they talked about.
- Instruct them to read and refer to the example as a model. Allow them some time to write their sentences.
- Have two pairs work together, forming groups of four, to compare their answers.
- Ask for some volunteers to read their sentences aloud. Make sure they give examples from the tweets to justify their answers.
- Once they finish the activity, you can ask them to read the tweets aloud in their groups focusing on intonation in a way that emulates how the speakers are feeling. You can use this activity to highlight the importance of intonation in communication.

Activity 8

- Have students work in the same pairs from the previous activities.
- Instruct them to refer to what they have learned about the use of hashtags and how the people are feeling in each tweet to create hashtags for them.
- Ask for some volunteers to share and justify the hashtags they created. Answers can be quite varied in this exercise, which is fine. It is more important to explore students' reasons for the associations they have created than to reach one single answer for each item.

Pages 52 and 53

Language 2

Activity 1

- Point at some things at random in the classroom and ask students how many of those items they can see. Make sure that, while doing so, you point both at countable and uncountable objects, so students realize that there are some things that cannot be counted using numbers. For countable nouns, you can point, for example, at the desks, backpacks, board; and for uncountable nouns, at your own hair, a bottle of water (in this case, make sure to ask about the water, not the bottle) etc.
- Ask students to go over activity 1, making sure they understand what they are supposed to do.
- Once they finish the activity, check answers with the whole group. Ask students to exemplify different ways of counting the words in bold (for example, five tomatoes, a box of pasta, a slice/1 kilo of cheese, 500 g/a slice/a piece of chicken, ten/a jar of olives, a jar/a spoonful of honey and a pinch of salt).
- Draw students' attention to the grammar box and ask for some volunteers to take turns reading it aloud. Ensure they understand that it is possible to count the exact amount of some of these food items, like tomatoes and olives; however, it is not possible to count the exact amount of others—we cannot say "two pastas" to refer to the number of noodles on our plate—like pasta, cheese, honey and salt. Also, explain that uncountable nouns are often abstract ideas (like love, freedom, hate), are made of small parts (sugar, salt, flour), can be cut into small parts (bread, cheese, chocolate), are liquid and gases (air, water, milk, juice) or materials (wood, paper, glass).
- This might be a good moment to explain that some nouns can be countable in students' first language and uncountable in English (or vice versa). Prepare some examples to expand students' lists and make sure you include nouns that are not necessarily related to food.

Activity 2

- Go over the words with students and ask questions to check if they know the meaning of all the nouns from the list.
- Tell them that some nouns can be countable and uncountable depending on the context in which they are being used, for example, "chocolate" is uncountable, but a "box of chocolates" is countable. Also, draw their attention to the fact that, even though the word "beans" is countable, it would probably be difficult to count it individually when in large quantities.

- Encourage students to do the activity in pairs. Monitor and help as needed.
- Check answers with the whole group.

Tip

This activity can be carried out in a very kinesthetic way. Print the food items on slips of paper and draw the chart on the board. Give students different slips of paper (you can print out as many sets as necessary to ensure that all students get at least three or four slips) and some scotch tape or tak. Students then move to the board and stick their slips under the correct heading. Alternatively, you can print out the chart on large sheets of paper too and have students work simultaneously in small groups, categorizing the food items on slips.

Activity 3

- Go over the sentences with students, drawing their attention to the words in bold. Some students might not be familiar with these quantifiers, so explain that they should rely on their feeling to make guesses.
- While correcting the activity, you will have the chance to assess how much students already know in order to decide how much teaching you will have to do. By asking questions, guide students through the discovery of what each quantifier means and when they can be used. To illustrate the explanation, draw their attention to the grammar box and ask them what the image represents. Guide them to notice that the image shows the quantity of an item and the quantifier that should be used to express it. Also, guide them to notice that some quantifiers can be used both with countable and uncountable nouns (like "no", "any", "some" and "a lot of"), while others can only be used with countable nouns (like "(a) few" and "many") or with uncountable nouns (like "(a) little" and "much"), even though they might refer to similar quantities.
- Also, explain the difference between "a few"/"a little" (similar to "some") and "few"/"little" (small quantity).
- If necessary, refer students to the **Language Reference** on page 80.

Activity 4

- This activity aims at systematizing the rules and checking students' understanding of the previous guided discovery.
- Before students carry out this activity, ask them to underline in the text the nouns that come after the blanks that should be completed with the quantifiers. Then encourage them to analyze the words they underlined in order to identify whether they are countable or uncountable.
- Only when they finish doing so, have them do the activity.
- Encourage students to compare their answers in pairs before checking the activity.
- Ask for volunteers to share their answers with the class. When doing so, have them say whether the word that comes after the quantifier is a countable or uncountable noun.

Setting the Pace

▶ If some students finish this activity beforehand, you can ask them to compare their answers and check for mistakes and similarities, and/or suggest ways that they could expand their production.

▶ If you notice students struggling with the activity, you can provide them with an example or sample chunk so that they perform the task better.

Activity 6

- Ask students if they know how to ask questions about different quantities, guiding them to say "how many" and "how much".
- Ask for some volunteers to read the **Snack Learning** box and clarify any doubts they may have.
- Allow them some time to do the activity individually before checking their answers as a group.

Extra Activity

▶ After checking students' answers, organize them into pairs and have them ask and answer the questions in the activity. Alternatively, set a number of students they need to interview and encourage them to walk around the classroom taking notes of their classmates' answers in their notebook. Then have all students sit down and report their findings. If time allows, you can ask them to write a paragraph describing the eating habits of their classmates based on the data they have collected.

Activity 7

- Ask for some volunteers to read the dialogue aloud and clarify any doubts students may have.
- Then have them do the activity, paying attention to the words underlined.
- Check their answers as a group. As the questions are used to check whether students have fully grasped the meaning and the form of the indefinite pronouns, it is very important to ask them to justify their answers—even if they got everything right. This is going to provide you with evidence of learning.
- Finally, refer them to the grammar box and invite some students to read the explanation aloud.

Tip

▶ Before students answer the questions, you might carry out a guided discovery moment by posing questions about the reading, such as:
  - ▶ In the macrobiotic diet, can we eat products of animal origin? How do you know? (No, Clayton says that we can't eat anything derived from animals.)
  - ▶ Can we eat 100% of all the fruits and vegetables that exist? (No, we can eat some.)

▶ Write the model sentences on the board (sentences in which the target language is used) and explore them with students. Help them notice features of meaning and form of the indefinite pronouns and practice the pronunciation too. You can come up with other example sentences that are relevant to your students to further expand the language work.

Activity 9

- Organize students into pairs so they can talk about the sentences and their different meanings. Encourage them to refer to the grammar box and to the **Language Reference** on page 80 for further explanation.
- After students talk about the different meanings, elicit their answers, making sure they justify them.

Tip

▶ You might want to explore different intonation patterns if you feel students can benefit from it. You can show them how some of the intonation patterns might change (e.g.: "you can talk to someone here" vs. "you can talk to anyone here") and then ask them to practice saying some of the sentences aloud in groups and discuss what the tone used for each sentence should be according to its meaning.

Activity 11

- Instruct students to find and underline all the indefinite pronouns in the dialogue before doing the activity, so they identify where the probable mistakes might be.
- Individually or in pairs, have them go through the sentences, analyzing the context in which the indefinite pronoun appears, if it makes sense and whether it is refering to a person or a thing. If the indefinite pronoun is correct, they should erase what they have underlined. Next, ask them to correct the wrong indefinite pronouns and write the answers in their notebook. Allow them some time to do the activity.
- Ask for some volunteers to share their answers with the class. Make sure they say the corrections in full when doing so, and not just the pronoun (Would you like **anything**/**something** to eat? Thanks, Sharon, but I can only eat **a few** kinds of foods. I used to eat **a lot of** junk food every afternoon and now I'm trying to eat more fruits, for example. Do you drink **any** water during the day? I think you need to drink a **little**/**some** more.).
- Then have students practice the conversation in pairs. Make sure they read them with the correct indefinite pronouns.

Page 54

Writing

Activity 1

- Contextualize the activity by asking students if they watch TV shows about different kinds of food and if they have ever seen a show with unusual dishes.
- Introduce them to *Bruno!* and encourage them to say whether they would like to watch it or not.
- Then go over the instructions in activity 1, making sure students understand that they should be writing their tweet about *Bruno!* If students are not familiar with Twitter, encourage them to look back at page 50 and to do some quick research to answer the first question or tell them that, nowadays, a tweet can have 280 characters.
- You can help students brainstorm ideas and vocabulary that they can use to express their feelings about Bruno's bug eating, about the message they want to write and the hashtags they can create. However, make sure they understand the tweets should be written individually and should express their personal opinions.

Activity 2

- Instruct students to make a first draft of their tweets including the information they thought about in activity 1. Make sure they understand that they have to write the same message in different ways—for example, one can be more serious, the other, sarcastic, the other, funny.
- Explain that they can do it either in the book or in their notebook, according to their preferences. Monitor and help as needed.

Activity 3

- Organize students into pairs and explain that they are going to read each other's tweets and make suggestions on how to improve them.
- Elicit elements students should pay attention to when proofreading someone's text, such as vocabulary, grammatical accuracy, spelling and clarity of ideas. Also, they should check if the tweet matches information they have about *Bruno!* and if the hashtags are coherent with the content of the tweet.
- Encourage them to vote on the best tweet among the three options. Make sure students also give positive feedback and be respectful.

Activity 4

- Ask students to choose a tweet and write its final version, incorporating the feedback they have received from their classmates.
- After that, have them carefully read their tweets again and look for mistakes to be corrected and areas to be improved. Monitor and help as needed.
- Finally, encourage them to share their tweets with the whole class.

Investigate

Hypothesis

- Explain to students that the objective of this section is to help them formulate a hypothesis and test it using the scientific method.
- Read the sentence with them and draw their attention to the two alternatives. Explain that they can circle only one of them to complete the sentence. Make sure they understand what industrialized food means, as well as healthier options.

- Ask for some volunteers to share their hypotheses with the whole class.
- Tell students that now that they have their hypotheses, it is necessary to find out if they are true or not, so they will have to test them.

Collect Data

- Tell students that they will have to collect some data to test their hypotheses.
- Brainstorm with students, or organize them into groups to do so, as many snacks or dishes that are processed. Then ask them to choose three that are highly processed.
- You can carry out research on how industrialized food is made like "how are Cheetos/nuggets/candies made" to find some more information about them. This might help you direct students more promptly. You can also carry out your own research for "healthier options for junk food" to find websites that teach recipes to substitute some of the most popular industrialized food like popsicles, hamburgers, pizzas and chocolate.
- Then agree on some days for students to find out where the three snacks or dishes they chose come from and the necessary ingredients to prepare them. Explain that they will probably have to go online to find these answers.
- Also as homework, tell them to talk to people who know how to cook and check if they have healthier recipes for these snacks or dishes.
- Make sure they take notes of all the steps and information in their notebook.

Analyze the Data

- After the deadline you agreed with students is over, tell them that they are going to analyze the data they have collected.
- Ask them to get their notebook in which they took their notes.
- Read the questions with students and make sure they understand them. Then ask them to analyze the data they have collected and answer the questions individually.
- After that, organize them into groups and have them compare their answers. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' impressions.

Draw a Conclusion

- Tell students that they are going to draw a conclusion based on the data analysis.
- Ask some students how many healthier alternatives to snacks and dishes they have listed and if they consider them to be good options.
- After that, have students circle the alternative they like to complete the sentence.
- Have them compare their conclusions to their initial hypotheses to see if they were confirmed. Ask for some volunteers to share their conclusions with the whole class.
- If there is time, you can prepare some of the recipes in school or ask students to bring them from home and have a healthy eating day.

Activity 1

- Organize students into groups and have them discuss the questions.
- Ask for some volunteers to share their ideas with the whole class.
- Collect feedback from students about whether they found the investigation process easy or difficult, the challenges they faced and what can be improved the next time they do a similar activity.

Page 55

Local and Global

Activity 1

- Explore the images by asking students to pay attention to the ingredients. Ask them if they think that the food is appealing and if they would like to try these dishes.
- Have them read the questions and discuss them with a classmate. Make sure they understand that, even though they might find these dishes in different countries, they have to focus on their country of origin.
- Ask for some volunteers to share their conclusions with the whole class.

Tip

▶ You can generate interest by bringing flashcards with dishes from different countries and playing a guessing game with students before asking them to do activity 1 in the book. You can also ask the group where their families come from and if they usually eat typical food at home.

Activity 2

- Go over the questions with students and, if necessary, help them with the meaning of any unknown words.
- Organize students into small groups and have them discuss the questions. Encourage them to rely on their previous knowledge and also to do some research online.
- Instruct them to take notes of any food changes or adaptations they find.
- Once students have their research, ask them to share their findings with the whole group. Make sure they understand that some adaptations are done according to the availability of ingredients, local food and traditions, as well as preference of tastes.

Activity 3

- Have students think of any dishes from other countries they would like to try. Make sure they understand that it must be a dish they have never tried before.
- If possible, have a cooking class and prepare the dish with students, so they can work together and try the same dish, sharing their impressions. If not, assign this as homework, instruct them to either cook a new recipe with adult supervision or to go somewhere to try it. In both cases, encourage students to take notes of their impressions.
- After students have tried a dish from another country, ask them to tell their classmates the name of the dish, where it is from and if they liked it. Make sure that students are respectful when doing so, as they might mention a dish that someone else might like.

Activity 4

Curiosity – Curiosity is highly important because it is a starting point of interest. Being curious makes us want to look for information, ask and answer questions, discover new things. Besides its clear relation to learning, as we are able to learn, unlearn and relearn something, curiosity makes us see many possibilities in things that others might take for granted. This means that curious people are more likely to have an open mind and have new experiences, such as trying different food.

- Go over the question with students and have them discuss in small groups. Monitor and help as needed.
- After a while, open the discussion to the whole class.
- When talking about the first question, guide students to notice that trying different types of food is important to stimulate our curiosity and openness to experiences. Besides, there is always a first time to everything—we weren't born eating what we eat today, we have acquired our tastes and preferences. Besides, even if we don't like a specific dish, we may like it better if it is prepared differently, so it is important to keep an open mind.
- When talking about the second question, guide students to notice the importance of curiosity in our lives, as it makes us ask questions and look for answers and try to discover new things. Due to it, it is easier for us to accept when we are wrong, reviewing our opinions, ideas and knowledge.

Imagine

Concept

- Read the concept with students and make sure they understand what it means. Encourage them to react to the concept by circling the emoji that best describes their feelings about it.
- Organize students into small groups and have them compare their responses to the concept. Encourage them to discuss how they would feel if they had to eat food cooked by themselves every day. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research about the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed next class.
- In the following class, have students work in pairs and groups and present what they have found out in the research. If time allows, ask them to write a summary of their discovery and share it with other groups in class.

Activity 2

- Discuss with students if there are similarities between the QR code text and the information they found in their research. Ask them to justify their opinions.
- If you wish to expand the topic, you can carry out your own research on "self-sustainable communities" to show students that it is possible to eat only what you have produced. If you think it may interest them more, you might carry out research on "urban farming" or "home-grown gardens" so that they can see some of the things that people who live in cities are doing in order to have a healthier lifestyle.

Pages 56 and 57

Workbook 3

Activity 5

- The criteria for the correction are: 1. containers; 2. things that come in cartons; 3. quantities; 4. countable nouns; 5. quantifiers that can be used with countable and uncountable nouns; 6. uncountable nouns.

Extension

- Ask students if they have ever watched travel cooking programs and, if so, how they like them. Encourage them to watch a YouTube video of a program called "Nomad Chef" (available at <https://www.youtube.com/watch?v=bY8uNK7TBYc&t=386s>, accessed on July 2, 2018) as homework. Explain that the program shows chef Jock Zonfrillo traveling to the world's most remote communities to learn from their culture and cooking habits and adapt them in his restaurant.
- After watching the video, organize students into groups and ask them to compare the different cooking habits shown in the video to their own. For example, in the video they learn about a different form of honey cultivated inside tree trunks by bees that don't sting. They also see the chef preparing a birthday cake using this local honey in a recipe of his own and offering it to a birthday girl, who tries it and likes it. Encourage them to research into honey production in their country, as well as how it is used in their eating habits and the birthday cakes they expect to eat on their birthdays. Allow students some time to discuss.
- After a while, open the discussion to the whole class, encouraging students to share their ideas. Finally, ask them how they feel about the local girl trying the birthday cake—was she curious/brave/adventurous to try a different recipe or not so much, as one of the ingredients was the local honey? How would they behave if they were in her shoes?

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Review 3

Activity 1

Transcript

Don: Hey, Bernard. I need to do an assignment for school. Can you help me?

Bernard: Sure. What is it about?

Don: I need to interview some people about their eating habits.

Bernard: Cool! I'm trying to have a healthier diet. So, I can tell you all about it. For example, I stopped using white sugar and now I always use brown sugar instead.

Don: Really? I hate it! I never have it. How about fruits and vegetables? Which ones do you eat?

Bernard: Well, Don, I love strawberries and eat them every day. Sometimes I eat broccoli, but I never eat lettuce. I just don't like it.

Don: Me too. I never eat lettuce. But I don't eat broccoli either. What processed food do you avoid?

Bernard: Chips! As much as I love chips, I never eat them.

Don: No way! I eat them every day.

Bernard: When I really want to eat chips, I go for nuts or a slice of cheese. It's not the same but it helps.

Don: So, you sometimes eat cheese and nuts. OK... How about bread?

Bernard: I eat bread every day, but only whole wheat. And sometimes I add peanut butter to it.

Don: I never eat peanut butter. I prefer to eat scrambled eggs with my bread. I always have scrambled eggs for breakfast.

Activity 3

- Go over the activity with students. Make sure they understand that they are supposed to classify all the food items that appear in the box in activity 1, not only the food items they wrote in the chart.
- Some answers may vary according to how food is sold where students live, so accept all possible answers as long as they make sense.

Page 59

Video: What Can You Buy for €1 in a Norwegian Supermarket?

- Go to page 37 of the Teacher's Guide to read the transcript of this video.

Before watching

- Organize students into pairs or groups and have them take turns playing a guessing game. One person must guess the fruit or vegetable by asking the rest of the group yes/no questions. They take turns guessing and the student who gets the right answer with the least number of questions is the winner.

While watching

- Ask students to read the questions carefully and answer them while they watch. Then play the video again to correct the answers.

After watching

- Ask students to imagine they have four euros to buy food for dinner. They should choose four items from a supermarket and explain their choice to a partner.
- Tell students to watch the excerpt at 00:38-00:58 again and write down as many words as they can that they hear Monica say clearly. Then ask them to use those words to write complete sentences. Does their improvised transcript contain all the information in the video? Does it contain the most important elements? ("In Portugal, or I guess in other countries in Europe, it is quite easy to find things in supermarkets that are, like, one euro, that you can buy for one euro. I was wondering, what kind of things can you buy in a Norwegian supermarket for one euro?")

Project 1 — Cookery

- ▶ Have students research the food items that can be bought for under one euro (or local currency equivalent) and think of a party menu that can be created using only those items. As a group, tell students to decide on a number of items they are allowed to buy. They can use a supermarket website to find out prices online or go to their local supermarket and take notes.

Project 2 — Geography, Economics

- ▶ Ask students to research average salaries and living costs in countries across Europe. They should present their findings on a map in any way they wish. Then have them exchange and share maps with the class.
- ▶ Then have them research the same information about their country and compare it to the previous data found. Finally, instruct them to exchange and share maps with the class.

Pages 60 and 61

CLIL

Why Do Living Things Need Nutrition? (Science)

Warm-up

- Organize students into groups of five. Write the following questions on a small card, hand the cards out to the groups and have them discuss these questions: "Did you have breakfast today? How do you feel when you are hungry? How does hunger feel in your body? How does your mood change when you are hungry? What happens to your pet if you don't feed it? What happens to a plant if it does not get all the water and sun it needs? What problems can people or animals have if they eat too much or too little?".

Teaching Tip

For activity 2

- This text can be read out loud using different techniques, such as "Popcorn". Organize students into groups of eight. Each student should read only one sentence. When the first student finishes reading the first sentence, he/she has to say "Popcorn!" and call on the name of a classmate from the same group to read the next sentence out loud, and so on. After they have finished reading and doing the activity, ask students concept checking questions such as: "Why is it important to get nutrition? What are some examples of autotrophs? What are some examples of heterotrophs?".

Differentiation Strategy

For activity 2

- Graphic organizers help students make sense of related concepts and ideas. Ask them to draw a chart so that they can organize their thoughts after reading the informational text.

Teaching Tip

For activity 7

- Ask students to form pairs, look at the image of the elephants and describe what they can infer from it, for example: where the elephants are, what they might be doing, who is interacting with them and how.
- Next, tell them to check with another pair of students to find similarities or differences. Finally, in that group of four, ask students to choose another animal to draw and write description of. Then have groups present their animals.

Wrap-up

- First, distribute strips of paper to all students and ask th to write down a sentence about animals or about nutritio For example: *Elephants are eating peanuts, Dolphins live in the ocean.* Have them paste these papers around the classroom. Then organize students into two groups: "Simple present" and "Present continuous". Tell them to go around the classroom reading the sentences and collecting them, according to the verb tense assigned to their group. Finally, review the sentences with the whole class.

4 What Does the Future Hold?

Objectives:

- Talk about possibilities for the future of the planet.
- Identify the characteristics of an online forum and understand its purpose.
- Infer information from a text.
- Write an online forum comment.
- Investigate the amount of garbage students produce in a week.
- Reflect on the use of different sources of energy.
- Reflect on the possibility of living on a different planet.

Language:

- adverbs to describe probability (certainly, definitely, possibly, probably)
- collocations related to the environment (dispose of, face problems, find evidence of, become extinct, have a shortage of, have an impact on, hold someone accountable for, impact of something on, run out of)
- future time expressions (any day now, eventually, in our time, in the near future, soon, sooner or later)
- future with *will*

Digital Content: **First Move** audio and image gallery, **Imagine** text and **Video** (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 74 and 75.

Pages 62 and 63

Opening Pages

Shorter Version

- Have students open the book to pages 62 and 63 and look at the opening image. Ask them the first question and encourage them to share ideas about the topic.
- Invite students to explain in their own words how the image relates to the title of the unit. Help them notice that the image shows a black and white destruction scene, but when the zipper opens, it unveils a beautiful nature scene. Students may mention that the image shows two future possibilities for our planet.
- Draw students' attention to the other questions and discuss them with the whole class.

Longer Version

- Have students open the book to pages 62 and 63 and look at the opening image. Ask them the first question and encourage them to share ideas about the topic.
- Invite them to explain in their own words how the image relates to the title of the unit. Help them notice that the image shows a black and white destruction scene, but when the zipper opens, it unveils a beautiful nature scene. Students may mention that the image shows two future possibilities for our planet.
- Ask students if they are optimistic or pessimistic about the future and encourage them to justify their opinions.
- Organize students into groups of three or four and have them read and discuss the other questions on page 62. After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Pages 64 and 65

First Move

Activity 1

- Explore the images with students.
- Ask them what these images represent and have them justify their answers orally.

Activity 3

- Tell students they will listen to part of a podcast interview with an environmental specialist. Ask them what questions they would like to ask this person.
- Then have them read the questions in the activity and check the ones they think the presenter asked in the podcast interview.
- Play the track once for students to listen and check their guesses.
- Correct the activity orally.

Transcript

Presenter: Good morning, good afternoon and good evening, wherever you are. I'm Chad Baker and welcome to our weekly specialist episode of Youth Futurecast. Today we'll talk to Ayana Johnson, who is an environmental specialist. Welcome, Ayana!

Ayana: Thank you, Chad, and hello, listeners.

Presenter: So, Ayana, what is the current situation of our planet?

Ayana: Well, it is not exactly looking good, Chad. We have been facing several environmental problems lately, like pollution—of the air, the water and the soil—, deforestation, animal extinction, climate change... Just to name a few.

Presenter: OK, I know this may seem obvious to some people, but I have to ask this, because there are a lot of people who claim the opposite: is climate change real, and is it something we should all be worried about?

Ayana: Yes, it is real, and yes, we should worry about it. Some people argue that climate changes are natural, and they are not wrong! Earth wasn't always like it is today and it has been through ice ages and temperature variations throughout thousands of years, even before humans were here. Those were natural climate changes. However, what we are experiencing today are changes that are happening much faster and are much more severe than the natural course would be, and they were all caused by human actions.

Setting the Pace

- ▶ Before starting the activity, ask students to close the book.
- ▶ Organize them into small groups and tell them to imagine they are going to interview an environmental specialist.
- ▶ Instruct them to write down five questions they would like to ask this person.
- ▶ When they are done, elicit the questions from students and write them on the board.
- ▶ Play the track for students to listen to the podcast interview and identify the questions that were asked. Check the answers orally.
- ▶ After correcting their answers, ask them if any of the questions they wrote were answered in the track and elicit the answers from them.
- ▶ Finally, tell them to open the book, refer to the questions in activity 3 and check if any of them are similar to the ones they thought of. Correct the activity orally.

- ▶ After explaining the activity, ask students to read the questions carefully. If necessary, clarify the meaning of any unknown words.
- ▶ Then, ask them which questions they think the interviewer will ask and which ones they think will not be mentioned. Have them justify their opinions.
- ▶ Play the track for students to check their guesses. Then, have them compare their answers with a classmate.
- ▶ If necessary, play the track again and pause to correct students' answers after each question is asked.

Activity 4

- Tell students they will listen to the podcast interview again and answer the questions.
- Play the track for students to take notes. Then, organize them into pairs and have them compare their notes. If necessary, play the track again.
- Check answers orally with the whole class.

Tip

Encourage students to write down only keywords as they listen to the track for the first time and then try to complete the answers as they listen for the second time.

Extra Activity

▶ Write the following questions on the board:

1 How often is Youth Futurecast broadcast? (Once a week.)

2 What types of pollution have we been facing? (Air, water and soil pollution.)

3 Which natural climate changes has the Earth been through before? (Ice ages and temperature variations.)

4 In which sense do the recent changes differ from the natural changes that happened before? (They are happening faster and are much more severe.)

▶ Tell students that they are going to listen to the podcast again and answer the questions.

▶ Correct the activity orally.

Activity 5

- Elicit from students the environmental problems that Ayana, the specialist interviewed in the podcast, mentioned and write them on the board.
- Then, organize students into small groups and have them discuss and decide which of them is the most urgent to fix and why. Monitor and help as needed.
- Finally, open the discussion to the whole class.

Activity 6

- Read the comments with students and help them with meaning as needed.
- Draw their attention to the blank space at the end of the section and explain that they should write a comment about the podcast there. Monitor and help as needed.
- Ask for some volunteers to read their comments to the class.

Activity 7

- Discuss with students what they have learned from the podcast interview about our planet and the environmental problems it has been facing, and then ask them what they would like to know about the topic.
- Encourage them to write a question about it. Monitor and help as needed. Then, have them share the question with some classmates who can try to answer it.
- Assign the research of the answer as homework.
- In the following class, organize students into small groups and have them share what they have found out in their research. Discuss the findings and encourage them to keep on asking questions—and finding answers—about the topic.

Page 66

Language 1

Activity 1

- Instruct students to read the text and circle the correct options individually. Advise them to use the dictionary if necessary. Monitor and help as needed.
- Correct the activity with the whole class.
- For each option students circled, elicit examples of sentences from them. Take the opportunity to clear up any doubts they may have.

Activity 3

- Instruct students to complete the sentences using the expressions from the box. Advise them to use the dictionary if necessary and explain that they may need to make some changes in the expressions. Monitor and help as needed.
- Correct the activity with the whole class by eliciting the answers and writing them on the board.

Activity 4

- Have students read the interview and complete it with the expressions from activities 1 and 3. Remind them to make the necessary changes.
- Ask students to compare their answers with a classmate.
- Check the answers orally.

Tip

If you think the activity will be too challenging for your students, instead of having them find the words and expressions in activities 1 and 3, write the vocabulary items on the board in a jumbled order.

Page 67

Listening and Speaking

Activity 1

- Tell students that they are going to listen to the complete interview with the environmental specialist Ayana Johnson and remind them that they listened to the beginning of it in the **First Move**.
- Before you play the track, have students read the subjects and ask them which of those were mentioned in the first part of the interview (Introduce the environmental specialist, current situation of the planet and climate change.).
- Play the track and instruct students to number the subjects in the order they hear them, from 1 to 6. If necessary, play the track again.
- Correct the activity with the whole class.

Transcript

Presenter: Good morning, good afternoon and good evening, wherever you are. I'm Chad Baker and welcome to our weekly specialist episode of Youth Futurecast. Today we'll talk to Ayana Johnson, who is an environmental specialist. Welcome, Ayana!

Ayana: Thank you, Chad, and hello, listeners.

Presenter: So, Ayana, what is the current situation of our planet?

Ayana: Well, it is not exactly looking good, Chad. We have been facing several environmental problems lately, like pollution—of the air, the water and the soil—, deforestation, animal extinction, climate change... Just to name a few.

Presenter: OK, I know this may seem obvious to some people, but I have to ask this, because there are a lot of people who claim the opposite: Is climate change real, and is it something we should all be worried about?

Ayana: Yes, it is real, and yes, we should worry about it. Some people argue that climate changes are natural, and they are not wrong! Earth wasn't always like it is today and it has been through ice ages and temperature variations throughout thousands of years, even before humans were here. Those were natural climate changes. However, what we are experiencing today are changes that are happening much faster and are much more severe than the natural course would be, and they were all caused by human actions.

Presenter: How so? Can you give us examples of those human actions?

Ayana: Sure. By burning coal and oil in factories and our houses, using gas and other fossil fuels in cars and cutting down forests, we are putting too much carbon dioxide in the atmosphere, and that makes Earth warmer.

Presenter: So what can people do to face these climate changes?

Ayana: While it is impossible to control climate change, we can—and should—be aware of how much we affect the Earth so we can work on making things better. Good news is that everything's not lost! We can use renewable sources of energy, like solar heating, for example; we can stop driving cars so much and start riding bikes more often; we can reduce the amount of waste we produce, cut down on our consumption of plastic... these are just to name a few.

Presenter: So, Ayana, would you say you are optimistic or pessimistic about our planet's future?

Ayana: Well, I think we have to stay positive, don't we? I believe we are having a better understanding of our planet and people are more aware of the challenges, so I think we will reach a better world. I just hope it's soon.

Presenter: I'm sure we all do! Thank you very much, Ayana. It was great having you here!

Ayana: Thank you!

Presenter: And thank you for listening to Youth Futurecast! Please subscribe and stay tuned for a new episode next week.

Activity 6

- Tell students that they are going to pretend they are interviewing an environmental specialist and have them write the questions they would like to ask this person. Tell them not to use the same questions they listened to in the track. Monitor and help as needed.
- If necessary, have them write a draft of their answers in their notebook. Monitor, read the answers and check their accuracy.

Activity 7

- As students will be asked to record their interviews, before the class remember to arrange—or ask them to arrange—the materials they will need to do the activity, such as a smartphone or an audio recorder.
- Organize students into pairs and explain that they are going to role-play an interview together. Have each student choose the role of the interviewer or the environmentalist.

- Ask students to read each other's questions and answers, and together decide which questions will be asked in the interview.
- Then explain that they are going to record an audio of their interview and have pairs rehearse the whole interview. Remind the interviewers to make a short introduction to the interview, present the environmental specialist and ask the questions they have agreed on. Instruct the specialists to be prepared to answer the questions. Monitor and help as needed.
- When students feel confident enough, have them record their interviews. Alternatively, you can assign the recording as homework.
- Listen to students' interviews and give them feedback on their production.
- Finally, have them share their interviews with the whole class.

Pages 68 and 69

Reading

Activity 1

- Explain to students that they should scan the text and check all the correct options. Make it clear to them that they do not need to read it in detail at this point.
- When correcting the activity, have students justify their answers.

Activity 2

- Instruct students to read the items in the activity and clear up any doubts they may have. Then, have them look at the text and check the correct option.
- Elicit the correct answer from the students. If necessary, explain that an online forum is an online discussion site which allows participants with common interests to exchange information, thoughts and opinions by posting text messages. Tell them also that online forums are almost never live and can be read at any time.

Further Information

EnergySage – a company based in the U.S. whose mission is to encourage people to use solar energy. It is the country's leading online marketplace for solar panels, where shoppers can connect with a variety of solar installers and make business with them.

Based on <https://www.energysage.com/about/who-we-are>; <https://www.crunchbase.com/organization/energysage#section-overview>. Accessed on July 27, 2019.

Activity 4

- Have students read the sentences taken from the text and infer what the participants of the online forum meant by them. If necessary, explain that when you infer something, you deduce or conclude that something is true based on reasoning rather than on explicit statements.
- Monitor and help as needed.
- Correct the activity with the whole class and clear up any doubts students may have.

Activity 8

Setting the Pace

- After students have finished the activity, encourage them to expand the subject by saying who they most disagree with and why.
- Ask for some volunteers to share their views with the whole class.

- Explain to students that they are going to say who they agree mostly with among the people who commented on the forum.
- Refer them to the first comment and ask what Sir_ Paul thinks about the future. Write his name on the board and summarize students' comments about it.
- Follow the same procedure for all the other comments and, if necessary, help students with unknown vocabulary.
- When you have finished summarizing the comments on the board, organize students into pairs and have them say who they mostly agree with and justify their choice. Monitor and help as needed.
- Ask for some volunteers to share their views with the whole class.

Buzzwords

- Refer students to the **Buzzwords** box and read the sentence with them. Explain that it was taken from the online forum they read.
- Draw students' attention to the expression "a piece of cake" and explain that it is an informal idiomatic expression.
- Have them try to infer its meaning through the context. Then ask them to look up the expression in the dictionary and answer the question.
- Ask them if they know any similar idiomatic expressions in L1.

Activity 9

Optimism – Optimism is a mental attitude that reflects a belief that the future outcome of something will be positive and favorable. Recently, neuroscientists have discovered that optimism is a way of thinking that can be learned and enhanced and should, therefore, be encouraged. It is well-known by teachers that when students become more optimistic they become more inclined to make progress through learning challenges and achieve better results, so it is important to take advantage of every opportunity to foster their optimism.

- Organize students into pairs and ask them to discuss the questions orally.
- After a few minutes, open the discussion to the whole class and ask them to report what they have discussed in their pairs.

Pages 70 and 71

Language 2

Activity 1

- Draw students' attention to the sentences and tell them they were taken from the online forum on page 68. If necessary, instruct them to go back to the text and find the sentences there.

- Then have students read the sentences, help them notice the use and the different forms of future with *will* and check what they express. Check orally.
- After that, draw their attention to the grammar box and go over the sentences with them, showing the different forms of the verb. Explain that *will* is used to make predictions about the future. Elicit from students other examples of sentences with *will*.
- If necessary, refer them to the **Language Reference** on page 80.

Activity 3

- Draw students' attention to the **Snack Learning** box. Go over the adverbs of probability with them and work on meaning. Explain also that the adverbs of probability usually go before the main verb.
- Then have students do the activity. Ask for volunteers to read the sentences aloud to the class.

Activity 8

Transcript

Due to climate change, we can expect many volcanoes to erupt and earthquakes to happen more frequently. Also, there will be more people occupying the Earth, which means we will have to take responsibility for saving the environment. But I think knowing what we know now, societies will seek more sustainable ways of living, or so I hope.

Activity 9

- Refer students to the **Snack Learning** box. Have them read the future time expressions and work on meaning as needed.
- After that, organize students into pairs. Draw their attention to the images and explain that they should analyze them carefully and write predictions about the future using the appropriate form of *will* and the future time expressions. Monitor and help as needed.
- Ask for volunteers to share their sentences with the class.

Extra Activity

▶ Organize students into small groups and have them make predictions about the following topics:
  The next season of their favorite TV series.
  The results of the next World Cup.
  The results of their favorite football teams in the next championships.
  The future of their favorite Marvel characters.
▶ Monitor and help with vocabulary as needed.
▶ Ask for volunteers to share their predictions with the whole class.

Activity 10

- Have students read the sentences aloud and ask them which words they think sound similar ("Want" and "won't".).
- Then play the track and ask them to pay attention to how the words are pronounced and check the sentences they hear.
- Play the track one more time, pausing it after each sentence and drawing students' attention to the /ɑː/ sound as in "want" and the /oʊ/ sound as in "won't". Have them listen and repeat.
- Finally, ask students if they have these two sounds in L1.

Transcript

1 I want to play video games.
2 They won't go to the beach.
3 I won't stay longer.
4 The kids want to play in the yard.

Activity 11

- Tell students that they are going to listen to six words that have the same sound as "want" (/ɑː/) or "won't" (/oʊ/).
- Play the track and have students listen and write the words in the correct column. Play the track again if necessary.
- Check the answers orally and make sure students pronounce the words correctly.

Transcript

body; local; model; product; social

Page 72

Writing

Activity 1

- Ask students if they have ever participated in an online forum. If someone has, encourage them to say what they thought about it. Finally, tell students that they are going to write an online forum comment.
- Read the questions with students and ensure they understand their meaning. Instruct them to answer the questions in their notebook. Monitor and help as needed.

Activity 2

- Have students write a draft of their comments on the forum or a reply to one of the existing comments.
- Monitor and help as needed.

Activity 3

- Organize students into pairs and explain that they are going to make suggestions on how to improve their comments.
- Have students exchange books, read each other's texts and take notes about them in their notebook. Remind them to point out positive aspects of their classmate's texts and aspects that need to be improved.
- Monitor and help as needed.
- Finally, ask students to tell their classmates what they have noticed in their texts. Instruct them to focus on the positive aspects first.

- Monitor again to make sure that all students benefit from their classmates' feedback.

Activity 4

- Ask students to write the final version of their comments or replies to comments, incorporating the feedback they have received from their classmates.
- After that, have students read their own texts again, looking for mistakes to be corrected or aspects to be improved. Monitor and help as needed.
- Finally, instruct students to share their texts with the whole class.

Investigate

Hypothesis

- Ask students to read the sentence and fill in the blank with one of the options so that the sentence is true for them.
- Remind them that this sentence is a hypothesis, so it needs to be investigated, which is what they are going to do next.

Collect Data

- Explain to students that, for a week, they should keep a record of everything they throw away—recyclable and non-recyclable materials.
- Advise them to carry a notebook with them at all times so that they can take notes. They may also use a note-taking app on their smartphones if they prefer.
- Assign the data collection as homework.

Analyze the Data

- When the week is over, tell students that they are going to analyze the data they have collected. Read the questions with them and clarify any doubts if necessary.
- Instruct them to analyze the data they have collected and answer the questions individually.

Draw a conclusion

- Ask students to go over the data and return to the hypothesis they made at the beginning of the section. Tell them to complete the conclusion with the results of their investigation.
- Then, ask students if they are surprised by the conclusion they reached or if it matches their hypothesis.

Activity 1

- Organize students into small groups and ask them to discuss the questions. Monitor and help as needed.
- Ask for volunteers to share their answers with the whole group.

Page 73

Local and Global

Activity 1

Further Information

Renewable energy sources – energy sources which are inexhaustible because they are produced continuously in nature, such as solar energy, wind energy, hydroelectricity, tidal energy and geothermal heat.

Non-renewable energy sources – energy sources which come from sources that will run out, such as fossil fuels—coal, petroleum and natural gas.

Based on <https://atomberg.com/top-10-renewable-energy-sources/>, <https://www.nationalgeographic.org/encyclopedia/non-renewable-energy/>.
Accessed on July 31, 2019.

Activity 2

- Read the questions with students and, if necessary, help them with the meaning of unknown vocabulary.
- Organize students into two groups. Assign questions 1 and 2 to one of the groups and questions 1 and 3 to the other. Instruct them to research the information as homework.
- Once students have done the research, reorganize them into new groups of four students, each comprising two students who were assigned different questions. Have them share the information they have found about the questions.

Activity 3

- In groups, have students discuss the questions, taking into account the results of the research they carried out in activity 2. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and have students share their ideas.

Imagine

Concept

- Read the concept with students and clarify any doubts if necessary.
- Encourage them to react to the concept by circling the emoji that best describes their feelings about it.
- Organize students into small groups and have them compare their responses to the concept. Have them discuss how they imagine living on another planet would be. Ask them to justify their ideas. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in pairs or small groups and present what they have found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- Explain to students that they are going to read an online article about the concept they have just discussed. Have them scan the QR code to access the post and read it. Clear up any doubts they may have.
- Organize students into pairs and have them discuss the questions. Monitor and help as needed.
- Ask for some volunteers to share their answers with the class and justify them.

- Discuss with students if there are similarities between the QR code text and the information they have found in their research. Ask them to justify their opinions.

Pages 74 and 75

Workbook 4

Extension

- Watch the movie *Interstellar* (United States, 2014). This science fiction movie is set in a dystopian future where humankind struggles to survive in a world that has become uninhabitable and faces scarcity and death. In this context, a team of explorers is sent on a journey into space to find a new planet where humans could live.
- After students have watched the movie, ask for their opinions about it and have them discuss if it is easier, cheaper and safer to take care of this planet now, or to have to look for and move to another one in the future. Encourage them to discuss the importance of looking after the Earth's non-renewable resources, like water, air, soil etc., and taking care of the environment by, for example, reducing the production of waste.

Page 76

Review 4

Activity 5

- Tell students they are going to listen to two friends talking about the future. Tell them also that they should pay attention to the questions the friends ask so that they can complete them.
- Play the track and pause it after the first question. Draw students' attention to the example and tell them to do the same with the other questions.
- Play the track and, if necessary, repeat it.
- After correcting their answers, ask students if they remember the answers given to each question. If they do, ask them if they were affirmative or negative.
- Play the track one more time and have students listen and check.

Transcript

Samuel: So, Jessica, do you think we will live in space in the future?

Jessica: I think we will! I think we'll find a similar planet to Earth to make our new home in space.

Samuel: Hmm, I think you could be right. But do you think we'll eat real food in space?

Jessica: I don't think we will be able to plant in space, so maybe we'll eat pills.

Samuel: I'm not sure I like the idea of eating pills instead of real food.

Jessica: But what about you, Samuel? Do you think we will have flying cars in the future?

Samuel: Well, if we live in space, I think we will have flying cars to move around. Technology will be very advanced.

Jessica: Do you think technology will be safer than it is today?

Samuel: I think it will be. And I think we will depend even more on technology.

Jessica: How so?

Samuel: I think technology will control all our bodies.

Jessica: So you think there won't be any more diseases?

Samuel: That's right. I think we'll have a chip that will prevent us from getting sick. Wouldn't that be great?

Jessica: Yeah, it would!

Page 77

Video: The Climate Heroes

Before watching

- Ask students: "What are the biggest problems in the world today?". Write their answers on the board. As a follow up, ask them which one they think will be the biggest problem in the future. As a class, they should reach an agreement.

While watching

- After students watch the video for the first time, ask them to choose the correct statement to summarize it. If necessary, play the video again and pause it whenever students have doubts.
- Have students read the statements and decide whether they are true or false. Ask them to justify their answers.

Transcript

Heidi: The first thing that they want you to do is look at: "What is a problem, in our community, related to the climate?".

Andrew: This summer has been so terrible, with the fires, that I think we should look at fires.

Heidi: Then you have to find a global connection, which is someplace else in the world that has a similar climate to us or a similar problem.

Andrew: Our global connection is Spain because they have the same climate. They don't receive a whole ton of rainfall and they have a huge problem with wildfires over there.

Heidi: After you've done that, they want you to think about a solution.

Narrator: Their project, called Forest Guard, is a system to detect fires as early as possible. The idea is to install cameras in the forest that use solar energy. They're connected to the internet, so anyone can see when there is a fire and call the fire brigade.

Faith: This enables the public to be the forest guards, to keep our forests safe.

Narrator: They won first place in the regional and state climate competitions and were selected to go to the international competition in Copenhagen.

Drew: One of the teams is from Australia, one is from Germany, one is from Mexico City and one is from Idaho.

Narrator: Every group had an idea to fix a real problem using technology.

Alejandro: Anyone can be a Forest Guard by installing this free screensaver on their computer. It randomly gets the live images from the cameras in the forests and displays them on your screen. Thousands of people all over...

Faith: Excuse me! I hate to interrupt your speech, but I think there's a fire in this picture!

Narrator: But only one group can win first prize and see their project built in real life. They did it! Now they have the chance to work on their idea with real engineers. These impressive young people have shown they are ready to build a better future for themselves.

After watching

- Organize students into groups and have them discuss the following statement: "Children are better than adults at solving problems.". Then ask the groups to share their ideas with the whole class.
- Ask students to answer the following questions in pairs: "What do you think about their Forest Guard idea?", "Does the video make you feel positive or negative about the future? Why?".
- Write the following on the board:

  "O__ o__ t__ teams i__ f__ Australia, o__ i__ f__ Germany, o__ i__ f__ Mexico City and o__ i__ f__ Idaho."
- Explain that, in natural speech, some words sound weaker than others.
- Replay the excerpt of the video from 02:25 to 02:33: "One of the teams is from Australia, one is from Germany, one is from Mexico City and one is from Idaho."
- Ask students to fill in the blanks using the first letter given.
- Have them repeat the segment, copying the way the speaker links the words together and paying attention to the phoneme /ə/. Then ask them to make a similar sentence describing the nationalities/clothing/hobbies of their classmates.

Project 1 — Science/Environmental literacy

▶ In groups of five, ask students to research solutions to environmental/social problems, then choose the one they like best. E.g.: Edible plates and cutlery, machines used for removing plastic from the oceans, visitor tax to sites of natural beauty etc. Then ask the groups to design a campaign to promote their chosen solution. They can create a poster, write a letter to investors or prepare a presentation.

Project 2 — Art and Media/Media literacy

▶ Ask students to discuss which environmental problems they think are the worst. They should choose one to focus on. When they decide it, have them work in groups to write a script and shoot a video to inform people about their chosen environmental problem.

Pages 78 and 79

CLIL

What Is a Renewable Energy Source? (Science)

Warm-up

- First, display images of windmills, solar energy systems and hydraulic energy. Have students discuss their applications and some things they might find interesting about these technologies.

Teaching Tip

For activity 2

- Organize students into two groups and ask them the following question: "Are biofuel and biomass convenient for the big energy companies around the world?". Then one group brainstorms some advantages of these alternative energy resources and the other brainstorms some disadvantages of these resources. Finally, have the groups debate and monitor their discussion.

Differentiation Strategy

For activity 2

- Graphic organizers help students make sense of related concepts and ideas. Ask them to fill out the organizer so that they can organize their thoughts after reading the informational text.

Teaching Tip

For activity 8

- Organize the class into groups of three. After they have finished discussing the questions, ask the groups to share their answers with the whole class.

Wrap-up

- Organize the class into groups of five or six. Write five or six time expressions on the board. For example: "tomorrow, this month, next year, in two weeks, when you are 20" etc. Then have students ask each other the following question: "What are you going to do ____?". Tell students to take notes on their classmates' answers. Finally, re-group the class so students report their group's answers to other classmates.